

Malvern Primary School



Curriculum Policy

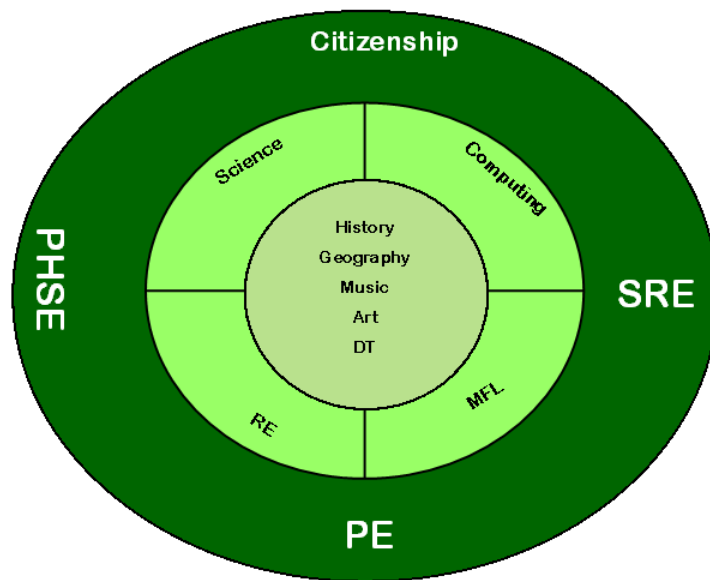
Updated September 2021

Contents

1.	Curriculum Model
2.	Monitoring cycle to assess impact
3.	Roles and Responsibilities
4.	Year Group Curriculum Overview
6.	Progression Maps
	Concept Route Maps
7.	Learning Expeditions
8.	Knowledge Organisers
9.	Quizzing
10.	Curriculum Passport
11.	Religious Education
12.	PHSE, Citizenship and SRE
13.	Physical Education
14.	Computing
	MFL (French)
15.	Health and Safety
16.	Vertical Threads (Concept Route Maps)
17.	Research and Blogs which have informed our rationale and model

Malvern Primary School

Our Curriculum Model



Our Curriculum Intent

At Malvern Primary School, our intent is to nurture and develop children so that they are the very best version of themselves when they leave us. We support our children to develop the attributes of effective learners: resilience, tenacity, stamina, curiosity, ambition, determination and reflection so that they succeed with us every day and are best prepared for the next stage of education and beyond. In order to achieve this, our curriculum is underpinned by a bedrock of citizenship, physical, health and social education that provides the scaffolding for future learning.

We achieve this through the delivery of a broad, balanced and rich curriculum that provides children with opportunities to increase their knowledge, understanding and skills across a range of subjects and experiences; embedding key Literacy and Numeracy skills; nurturing talent in arts and sports; utilising the outdoor environment to foster collaborative and adventurous learning; creating Scientists, Historians, Geographers, Musicians, Linguists, Philosophers, Designers, Performers, Computer programmers; creating children who are ready to be successful citizens of 21st Century Britain.

At Malvern, we will ensure our curriculum 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'. (National Curriculum)

Our Curriculum Model uses the National Curriculum as its foundation:

"The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement" (National Curriculum 2014)

How is our Curriculum implemented?

Through our detailed curriculum strategy we:

- ✓ Map out the knowledge we think children should know in each subject in the curriculum via the use of progression maps underpinned explicitly by the National Curriculum PoS.
- ✓ Identify the key vocabulary that we believe children should know in each subject in the curriculum and incorporate this into progression maps, learning expeditions and knowledge organisers. This, in turn, will increase reading comprehension, ensuring children build up extended specialist vocabulary.
- ✓ Put oracy and opportunities to develop communication skills at the heart of our lessons.
- ✓ Develop coherent vertical threads throughout the curriculum; to ensure that pupils have repeated exposure to abstract concepts in different contexts to ensure long term remembering. We have based our model on those described by others as a '**3D Curriculum**' (Clare Sealy). It has **horizontal links** between subjects in the same year group; **vertical links** between a particular concept from year to year e.g. the concepts of 'parliament' and 'civilisation' will exist in multiple History units in different year groups to ensure they are remembered for the long term(see appendix 1); **diagonal links** between different subjects in different year groups e.g. 'source' in History evidence, study of a river in Geography, a source of light in Science, source of a newspaper story in English.
- ✓ Build research into learning for long term memory into our model through the use of **Knowledge Organisers** and **regular low stakes quizzing**.
- ✓ Create a **planned, cumulative and progressive model which meets the needs of our children** from Reception to Year 6 which allows us to be confident in making judgements about children's attainment and progress in any subject. We use the rationale that if a child has learnt and kept pace with what our subject expectations are, taking into

account their prior attainment and any specific contexts, then they have made good progress.

- ✓ **Map out carefully the sequence of teaching via Learning Expeditions and consider how we can make best use of prior learning to move learning forwards.**
- ✓ **Develop a love of reading and increased reading comprehension skills (reading for purpose) through development of knowledge, modelling of reading for enjoyment by adults and provision of whole class reading resources which complement and reinforce learning from other subjects, whilst providing rich sources for writing opportunities. Some elements of English will be taught discretely, for example, grammar, punctuation and spelling.**
- ✓ **Within Mathematics, develop the core elements of fluency, problem solving, reasoning and conceptual understanding, through the teaching of a mastery curriculum which challenges all and supports when appropriate using a Power Maths model.**
- ✓ **To ensure scientific knowledge is developed and enquiry fostered through planned, progressive units of work. Cornerstones' Love to Investigate' will be used alongside discrete teaching of science to ensure appropriate practical and investigative skills are prevalent in each year group.**
- ✓ **Know exactly which resources are needed throughout the year so we can ensure these are purchased well in advance.**

Of course, to ensure our vision becomes reality we also pledge to provide every child with a breadth of additional opportunities

- ✓ **Educational and enrichment visits and visitors**
- ✓ **Residential visits (Year 4, 5 and Year 6)**
- ✓ **Option to master a tuned instrument as an extra-curricular activity**
- ✓ **Growing development of our outdoor learning facilities**
- ✓ **A wide range of sports events, both for participation and competition**
- ✓ **A chance to take part in drama productions and to attend theatre visits**
- ✓ **To have their commitment to extra-curricular learning recognised by accreditation through the 'Children's University'**

The wealth of wider opportunities is detailed in our 'Curriculum Passport' and makes explicit to all stakeholders our ambition for pupils at Malvern.

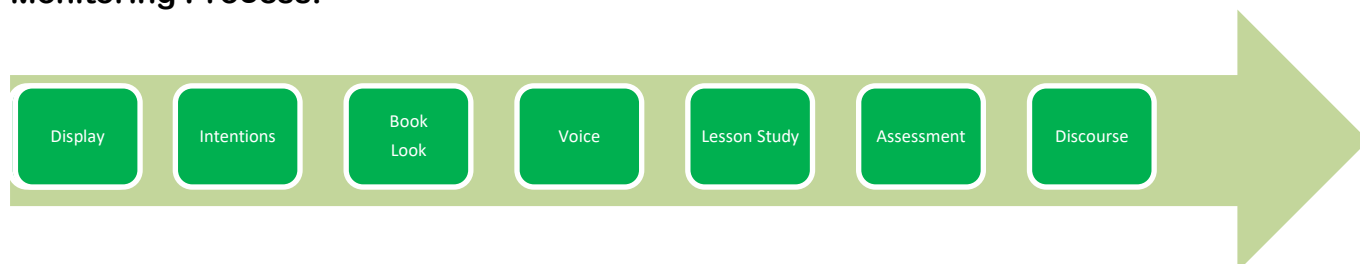
How will we monitor quality of our curriculum and assess its impact?

The ambitions set out within our monitoring schedule will help leaders develop a connected understanding of learning across the curriculum.

Curriculum leaders, managers and subject champions will work in collaboration to conduct monitoring activities that enable us to build up a detailed understanding of the impact of teaching on learning and knowledge retention over time. We will use this monitoring as a lever to drive improvement and undertake research via our Professional Learning Programme.

NMc				Curriculum Designer (CD)
RH Science	LM RWI / Maths	PK Reading	JH English	Curriculum Leads (CL)
SEND (SH)	Art (CB)	PE (AP)	MFL (JB)	Subject Champions (SC)
History (ZW)	Computing (JOB)	DT (CF)	Geography (ND)	
Science (IH)	Community (CW)	PHSE / RHE (NM)	RE (IP)	
	Music (NW)			

Monitoring Process:



Display	<p>Is display reflective of work in books and pupil voice? Are children able to articulate where they are in the sequence? Can children discuss vertical / horizontal / diagonal threads? Do children understand key vocabulary? Do they know where to look?</p>
Intentions	<p>Does teaching maintain fidelity to planned teaching sequence? Are intended driver subjects referenced? Can children explain?</p>
Book look	<p>Is standard of work age appropriate? Are Learning Expeditions in book? Are Knowledge Organisers used for quizzing? Are quizzes in book?</p>

	Is fidelity to teaching sequence evident?
Revisiting	Is there evidence of regular quizzing in planners / curriculum 'big' quizzes?
Voice	Can children articulate where they are in the learning sequence? Can children share examples of subject specific work? For example, <i>Show me an example of where you were a geographer?</i> Can children articulate what they have learnt so far? Do they know where learning is heading? Do children have age appropriate knowledge and understanding? (Use Progression mapping to gauge) Can they recall key concepts / knowledge from previous years? Do children have a favourite subject? Why?
Lesson Study	Is it clear what children will learn? Do children understand the subject they will be learning? Are appropriate scaffolds in place to enable all children to achieve well? Are children provided feedback at the point of misconception? Does feedback move learning forward for the majority of learners? Do children learn what was intended? Have children retained knowledge from previous sessions? If not, is learning revisited?
Assessment (attainment)	Have children learnt what was intended within an age appropriate curriculum? Have they retained knowledge at distance from teaching? Are children considered 'rapid graspers'? Why? Can this be rationalised?
Assessment (progress)	Are pupils keeping pace with the requirements of a progressive curriculum model? Are children able to synthesise new learning within existing conceptual schema? (vertical threads)
Discourse	Through discussion with teacher, establish strengths in current learning (WWW) How can learning be improved? (EBI)
Impact	When will we revisit to establish impact of monitoring? Update Perspective.

Monitoring Schedule

Term	Subject	Year	Leader	Champion	Complete?
2	DT	1	PK	CF	
		3	PK	CF	
		4	PK	CF	
	Science	2	RH	IH	
		4	RH	IH	

	Computing	6	RH	IH		
		1	LM	JOB		
		3	LM	JOB		
	Geography	5	LM	JOB		
		4	JH	ND		
		5	JH	ND		
		2	JH	ND		
	PHSE	6	JH	ND		
		1	PK	NM		
		3	PK	NM		
	Music	5	PK	NM		
		1	LM	NW		
		2	LM	NW		
	3	French	3	JH	JB	
			5	JH	JB	
RE		2	JH	IP		
		4	JH	IP		
		6	JH	IP		
History		3	RH	ZW		
		5	RH	ZW		
		6	RH	ZW		
PE		1	PK	AP		
		3	PK	AP		
		5	PK	AP		
Art		1	LM	CB		
		2	LM	CB		
		4	LM	CB		
Music		3	LM	NW		
	4	LM	NW			
4	Science	1	RH	IH		
		3	RH	IH		
		5	RH	IH		
	Geography	1	JH	ND		
		2	JH	ND		
		3	JH	ND		
	Computing	2	LM	JOB		
		4	LM	JOB		
		6	LM	JOB		
	DT	2	PK	CF		
		5	PK	CF		
		6	PK	CF		
	PHSE	2	PK	NM		
		4	PK	NM		
		6	PK	NM		
Music	5	LM	NW			
	6	LM	NW			
5	French	4	JH	JB		
		6	JH	JB		
	RE	1	JH	IP		
		3	JH	IP		
		5	JH	IP		

	History	1	RH	ZW	
		2	RH	ZW	
		4	RH	ZW	
	PE	2	PK	AP	
		4	PK	AP	
		6	PK	AP	
	Art	3	LM	CB	
		5	LM	CB	
		6	LM	CB	
6	History	R-6	RH	ZW	
	Geography	R-6	JH	ND	
	Art	R-6	LM	CB	
	Music	R-6	LM	NW	
	French	R-6	JH	JB	
	Computing	R-6	LM	JOB	
	DT	R-6	PK	CF	
	Science	R-6	NMc	RH	
	RE	R-6	JH	IP	
	PHSE	R-6	LM	CC	
	PE	R-6	PK	AP	

The Role of the Curriculum Designer (CD)

- Facilitating appropriate CPD
- Distributing Leadership
- Sourcing specialist knowledge to promote development of the subject
- Coordinating and quality assuring monitoring
- Moving school forward via action planning linked to SDP in collaboration with CL
- Raising standards
- Enriching the curriculum
- Brokering expertise
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum
- Having oversight of curriculum coverage and ensuring the curriculum meets national requirements
- Being clear as to the knowledge children are expected to gain in each subject in each year group and how this knowledge will be cumulative and progressive, with aspects interlinking across subjects
- Knowing how well children make progress and what the standards are across the breadth of the curriculum
- Taking part in and Leading professional development
- Overseeing the effectiveness of assessment: what does progress look like / feel like in the subject based on the curriculum model?
- Establishing collective responsibility. We all can make a difference!
- Coaching SL and asking key questions; encouraging reflection

The Role of Curriculum Leaders (CL) (supported by CD)

- To support the members of their Curriculum Team
- To act as a conduit to CD
- To lead Curriculum Team meetings
- To ensure all CL tasks are completed to the required timescale and quality
- Being clear as to the knowledge children are expected to gain in each subject within their team in each year group and how this knowledge will be cumulative and progressive, with aspects interlinking across subjects
- Knowing how well children make progress in each subject and how we can make accurate assessments of this progress
- Knowing how we can use the National Curriculum PoS to make accurate assessments about attainment
- Evaluating impact of actions and using this to plan next steps for improvement.
- Action planning for future development in line with SDP
- Promoting the subject and taking a proactive stance with staff and pupils.
- Monitoring the effectiveness of teaching and the impact on learning and progress.

The Role of the Subject Champion (SC) (Supported CD & CL)

- Champion the subject
- Promote the subject and take a proactive stance with staff and pupils
- Providing guidance and support to colleagues
- Disseminating CPD via colleague meetings
- Move the school forward
- Professionally developing staff
- Raise standards
- Enrich the curriculum
- Share expertise
- Support monitoring and action planning via team meetings
- Bring specialist knowledge to the development of the subject within the curriculum

Significant Individuals

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Piet Mondrian	Wassily Kandinsky	Boudicca	Edward the Confessor	Tutankhamun	Maya Angelou
Mary Anning	Leif Ericson	Julius Caesar	William I	Galileo Galilei	Adolf Hitler
Neil Armstrong	Ferdinand Magellan	Archaeologist from Museum of Liverpool – Ron Cowell	Harald Sigurdsson	Aristotle	Neville Chamberlain
Buzz Aldrin	James Cook	Author and Artist – Satoshi Kitamura (Sone Age Boy)	Harold Godwinson	Sir Isaac Newton	Winston Churchill
	<u>Neil Armstrong</u>		Bouddica	Vincent van Gogh	Robert Falcon Scott
	Cesar Pelli	William Roscoe	Spartacus	Henry VIII	Captain Edward Smith
	Frederic Auguste Bartholdi	William Wilberforce	Beethoven	Mary I	Claude Monet
	Paul Landowski	Oludah Equiano	George Washington	Elizabeth I	Vincent Van Gogh
		John Lennon	Franklin D Roosevelt	Hans Holbein	<u>Wassily Kandinsky</u>
		Paul Mc Cartney	John F Kennedy	Charles Darwin	Leonardo da Vinci
		George Harrison	Barack Obama	David Bowie	Pablo Picasso
		Ringo Star	Martin Luther King	Andre Derain	<u>Andy Warhol</u>
		Georges Seurat	Andy Warhol	Henri Matisse	<u>Henri Matisse</u>
		Paul Signac	Jasper Johns		Edgar Degas
		Alexander the Great	Andy Goldsworthy		Camille Pissarro
		Socrates			Pierre-Auguste Renoir
		Plato			
		Militiades (Greek general at Marathon)			

		<p>Pheidippides (Greek runner at Marathon)</p> <p>Datis (Persian general)</p> <p>King Darius (Persian king)</p> <p>Robert Louis Stevenson</p>			<p>Michelangelo</p> <p>Salvador Dali</p> <p>Steve Jobs</p> <p>Bill Gates</p> <p>Ada Lovelace</p> <p>Alan Turing</p> <p>Sir Tim Berners-Lee</p> <p>Mark Zuckerberg</p> <p>Charles Darwin</p> <p><u>Mary Anning</u></p> <p>Mother Teresa</p> <p>Corrie Ten Boom</p> <p>Jackie Pullinger</p>
--	--	---	--	--	--

Science Health and Safety

It is important that children are taught the rule of safety in science from a young age so that it becomes integral to their experiments and investigations. To ensure the safety of both our staff and children when teaching science, we will:

- Ensure materials and equipment is treated with respect and care by all.
- Check equipment regularly and report any damage, taking out any defective resources.
- Treat classrooms as though they are fully equipped science laboratories when scientific activities are taking place
- Carry out a risk assessment as part of the planning process, before any potentially dangerous scientific activity is undertaken.
- Inform children of any risks or hazards but will also be encouraged to assess and identify risks for themselves.
- Thoroughly show children how to use scientific equipment safely.
- Make certain that safety glasses are worn where appropriate.

Use of ICT

ICT is used widely across the science curriculum. Children are given the opportunity to practise science skills and enhance their presentation using carefully-chosen software, as well as the internet. ICT equipment is used for enquiry work, including microscopes with digit cameras, video capture of activities and data logging.

Design and Technology Health and Safety

The safety of the children is the responsibility of the class teacher. It is important that children are taught the rule of safety in design and technology from a young age so that it becomes integral to their routine. To ensure the safety of both our staff and children when teaching since, we will:

- Ensure the children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment and how to follow proper procedures for food safety and hygiene.
- Carry out a risk assessment as part of the planning process, before any potentially dangerous activity is undertaken.
- Thoroughly show children how to use the range of equipment safely - rotary cutters are to be used with a safety ruler. Craft knives are used only by 5/6 under direct supervision of an adult. Glue guns are used (low temperature) under supervision.
- Make certain all staff are made aware of food safety procedures when working with food to minimise any risks.
- Ensure the children wear protective clothing if necessary.

Use of ICT

We use ICT to support and enhance the teaching and learning in DT. Children use ICT to enhance their research skills using the Internet. They have the opportunity to use the digital camera/Ipads to record photographic images and movie clips of their DT projects, using these to document their learning-in-progress, and present their learning to others.

Computing Health and Safety

The school takes very seriously and is aware of the health and safety issues surrounding children's use of ICT. We ensure that pupils have a safe environment in which to learn. We ensure effective filters are in place to safeguard pupils. As such, we will ensure that:

- All fixed and portable appliance in school are tested by a LA approved contractor every twelve months.
- Damaged equipment is reported to the school business manager who will arrange for repair or disposal.
- E-safety is discretely taught each term by class teachers, through assemblies and class teaching. There is also a link on our school website to direct parents to further information on how to keep children safe online.
- Children learn about rights and responsibilities when using the Internet.

P.E Health and Safety

- All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (E.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc.).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

Vertical threads that exist within Malvern Curriculum

Ruler
Democracy
Election
Resistance
Invasion
Defeat
Exploration
Progress
Community
Migration
Persecution
Expedition
Navigation
Compassion
Sacrifice
Forgiveness
Commitment
Belief
Adaptation
Climate
Fertility
Settlement
Reversible/irreversible
Extinct
Orbit
Reflection
Friction
Health
Wellbeing
Humanity
Significance
Legacy
Crime and Punishment
Trade
Wealth and Poverty

Research and Blogs which have influenced and helped shape our Curriculum Model

- Andrew Percival: Confessions of a Curriculum Leader
- Clare Sealy: Developing a Curriculum for Long Term Memory & The 3D

Curriculum

- Daisy Christodoulou
- David Didau