

CURRICULUM POLICY

Date: May 2021

Intent

At Meadowpark School, we are committed to providing a curriculum which is broad and balanced, The school provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We will aim high, striving for every child to achieve their full potential in a safe environment. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all, where the direction and development of all areas of school life are underpinned by the drivers outlined below and our school values - **Be safe, Be ready, Be respectful**, ensuring our curriculum is enriched and personalised in order to meet the needs, interests and ambitions of all our pupils and their families.

Community - We believe in fostering a strong, positive and nurturing school community that will enhance the lives of our pupils and help to develop their emotional literacy, level of self-esteem and confidence and respect of others and thus experiencing positive relationships.

Resilience - A fundamental character trait that will help our pupils to be successful in all aspects of their educational journey and beyond, is resilience. Our pupils will be encouraged to take risks, challenged through problem solving tasks and supported in developing their adaptability and perseverance. We endeavour to model, through our own actions and actively teaching pupils to become resilient in the face of change and disappointment, whilst celebrating and building upon every success. We feel our approach will encourage a growth mind-set that will help them to weather every storm of life's journey.

Independence - We believe in enabling pupils to become independent learners. To feel confident to tackle problems and make well-informed and well-reasoned decisions, while taking to account facts and opinions in recognising that other people have different values, beliefs and attitudes. We want our pupils to be able to use a range of techniques to gather, process and evaluate information in their investigations and research and give them the strategies to be able to plan what to do and how, drawing on conclusions and evaluate outcomes independently.

Creativity - We will inspire curiosity and fuel imagination in our pupils, whilst empowering them to delve into the unknown and embrace the uniqueness of their ideas. We encourage our pupils to show their creativity and provide a wide range of artistic opportunities for their creativity to be celebrated.

Ambition - At Meadow park school, we seek to broaden our pupils' horizons and expand their knowledge of the world, while nurturing their interests and encouraging the self- belief and ambition needed to accomplish their goals.

Curriculum approach

Curriculum Aims:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.

- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring curriculum to promote creativity and a thirst for learning.
- To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem, and to work cooperatively with others
- To enable and develop pupils' wide vocabulary and good reading skills, crucial for pupils to be able to access all aspects of the curriculum

A broad and balanced curriculum includes the timetabled subjects as well as every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, social interaction and positive mental health.

Roles and Responsibilities

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

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

- All required elements of the curriculum are delivered to a high standard and indicate how the needs of individual pupils will be met.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed.
- To meet with the curriculum lead and subject leaders to review teaching and learning and plan improvements for the curriculum and school.

All staff will ensure that the school curriculum is implemented in order to achieve best outcomes for pupils.

Monitoring arrangements.

Subject leaders monitor teaching and learning of their subject throughout the school to plan improvements by:

- Learning walks
- Monitoring planning
- Pupil progress
- Book Scrutiny
- Pupil voice
- CPD/ Staff updates

Subject leaders will feedback to staff and share monitoring outcomes with the curriculum lead and/headteacher.

Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy
- Behaviour policy
- RSE policy

Legislation and guidance

This policy reflects the requirements to provide a broad and balanced curriculum as per The National Curriculum programmes of study which we have chosen to follow. 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. This policy also acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Learning environment

- Organisation of the classroom/learning environment is adapted to the children's learning needs.
- The use of appropriate learning resources and ICT is available to allow children to work independently and successfully.
- Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained.
- Effective use of other spaces is made: 'the outdoor classroom' - garden area, MUGGA, woodland area. Computer suite, Art room, Library and garden room. As well as use of local facilities, such as the Leisure centre for outdoor sports and swimming, the town hall for larger drama and musical performances and Thames hall for multi sports, indoor PE activities and whole school festivities.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils currently not meeting age related expectations
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers 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 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' access in all subjects.

Individuals who are not making expected progress are identified:

- Provision for intervention/additional support is mapped according to need and discussed with the schools SENCO and the pupil's parent(s)
- An IEP is put in place
- Pupil Progress (IEP meeting) meetings take place regularly to discuss current and future intervention/support needed, engaging in dialogue around the impact of the provision, potential barriers and further actions required. Further information can be found in our SEND policy.

Implementation

At Meadowpark, this means high quality, inclusive teaching, together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing pupil progress.

Our teaching and learning will embrace the following:

- Staff to have high expectations of themselves and of all pupils.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Teaching and learning through highly focused lesson design with sharp objectives.
- High expectation of pupil engagement with their learning.
- Support for and expectation of high levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that pupils will develop resilience and the ability to work independently.
- Regular use of positive encouragement and praise to support and motivate pupils.

At Meadowpark we follow the National Curriculum for England, which is supported through the use of schemes of work in some subject areas and enhanced to further enrich and challenge our pupils. Cross curricular links are made where appropriate and where pupils' learning will be enhanced. We also provide experiences which 'bring the learning to life' and make memories for the pupils through: trips, visitors, thematic weeks or hook days, productions, sports days and charity events.

Planning

Teaching is carefully tailored to meet the needs of all our pupils and to build on prior learning.

We have developed Long term overviews and progression plans in all subject areas which inform teachers medium term planning for each term. The long- term plans ensure that pupils' learning across the curriculum is progressive, as well as demonstrating a broad and balanced curriculum for our pupils.

The long-term progression plans are reviewed on an annual basis.

Weekly timetables/overviews are also used in order to ensure all areas of the curriculum are taught within the school week and the appropriate time is given to all areas of the curriculum. At Meadowpark school, we allow for flexibility in the balance of subjects taught each week based on children's needs and level of understanding and to allow for thematic days/weeks to also take place across the academic year.

Curriculum Subjects

English

At Meadowpark School, we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We endeavour to equip children with the language skills they need to become effective communicators and language users as members of their community and the wider world, thus preparing them for their future. We aim to deliver quality teaching of basic and higher order reading, writing and speaking and listening skills to enable children to become confident and successful in their literacy.

Reading

Intent:

Our Reading curriculum will instil a personal love of reading for all children. Children will become fluent and confident readers whilst engaging with a stimulating and progressive range of texts from a variety of genres in both fiction and non-fiction. Through this curriculum, children will develop and nurture the essential skills of word reading and comprehension. We believe in developing a reading culture throughout the school by encouraging high-level, independent readers who show an awareness of the skills required for reading.

Implementation:

To ensure a clear progression in reading, we use book band colour stages, ensuring the pupils have access to a variety of quality reading texts. We also use a range of books from a variety of reading schemes that incorporate different genres and text types. Beginning with books that match the pupil's phonetic development in Reception, year 1 and year 2 and beyond where needed. By the time children reach the Prep department, many pupils are free readers, and are able to choose from a range of age-appropriate books within the classroom and school library. The children are taught to answer deeper, inference style questions during regular comprehension sessions. Children who are still developing their reading skills continue to access the appropriate reading stage.

Phonics is taught using the letters and sounds scheme in Reception using a range of strategies and multisensory techniques. Reading takes place daily at Meadowpark. In Reception and year 1, this is predominantly 1:1 reading with the class teacher or Teaching assistant. Whole class and group Guided reading sessions also take place in all year groups across the school. These sessions are between 20-30 minutes, where outcomes are noted and recorded on the assessment record. For Reception children, guided reading focusses on book talk discussions and storytelling. There are also opportunities to read a range of text types with an emphasis on the genre being taught in English lessons. As children's reading progresses, the main focus of guided reading changes from decoding to developing comprehension skills and higher order reading skills.

In Prep, Guided Reading groups are led by the teacher on a weekly basis with the pupils responding to high level questioning from an appropriate text. All pupils have a home reading book that is chosen by the class teacher in pre-prep and which they choose/Class teacher supports in choosing in prep, from the appropriate reading stage.

Parents play a vital role in improving and supporting their child's reading. Pupils take home a reading record book, where parents are encouraged to record in daily to show their child is reading at home.

Information on pupil progress and achievement is reported to parents through parent consultation evenings and in the school annual report.

Assessment:

Reading progress is regularly assessed by the class teacher and progress in word reading and comprehension is tracked using the NC statements. Termly reading assessments are carried out using PIRA which help to inform future teaching and learning, as well to inform their summative assessments which are recorded on itrack. Termly phonics assessments are carried out in Reception and Year 1 and in year 2 where needed, in order to identify any gaps in learning and to monitor progress. Pupils' book band progress and progress in formal assessments throughout the year is also monitored by the subject leader.

Writing**Intent:**

Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable through writing around a range of exciting stimuli and understand the importance of writing as a life-long skill. We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have the potential to be successful writers.

Implementation:

From National Curriculum objectives and cross curricular links, we plan daily English lessons each week which are taught for one hour each day, with core skills being taught at additional times.

All written work is recorded in a separate English book to ensure the expectations and importance of English as a core subject. Where there are cross curricular links, written work may be presented in a separate foundation subject book.

We teach writing through teacher led class composition, independent writing and in the EYFS, providing many opportunities for child-initiated developmental writing. Grammar and punctuation are explicitly taught and children develop a good understanding of how to use these correctly. Writing is always for a purpose, often linked to class texts, topics and/or through cross curricular links. Writing is promoted across all areas of the curriculum and classrooms are vocabulary-rich environments. In order to promote writing to all pupils, planning is often closely linked to the topics taught or key texts, which will stimulate the children's interests and further support their understanding. Pupils are given opportunities to write at length and develop in the process in planning, editing and publishing

Pupils are taught Spelling, vocabulary, punctuation and grammar both within writing lessons as well as in separate, discreet lessons.

Discrete lessons focussing on Spelling, Punctuation, grammar and handwriting are taught weekly and developed during English lessons. We teach the spelling patterns for each year group which are outlined in the NC Appendix1. Grammar is taught through rich texts which help the children put the punctuation and grammar rule outlined in NC Appendix 2 into context. Spellings are sent home weekly from Y2-Y6 to support pupils learning. We use cursive handwriting across the school from year 2, once controlled and accurate letter formation has been learned and developed in Reception and year 1. Meadowpark has high expectations of handwriting and presentation of work. Early intervention and regular handwriting lessons in the Foundation Stage and KS1 aim to ensure all pupils are writing in the appropriate style by the time they reach Year 3 and at this point, children may be introduced to writing in pen, which is celebrated through rewarding the pupil with their pen licence. Good presentation is emphasised at all times and through all forms of writing.

Assessment:

An independent and assessed piece of writing is completed each half term and then assessed against the NC statements for writing. This helps to inform teacher's judgements for the summative assessments recorded on itrack. Teachers ensure that progress is made termly and also that progress is made within a lessons/group of lessons through verbal feedback and marking and allowing pupils to respond and improve their writing.

Pupils are assessed termly in spelling, punctuation and grammar using the Rising stars GAPS assessments to ensure pupils are meeting age related expectations, identify gaps in learning and support teachers with future planning. More informal weekly spelling tests are also used to help to identify next steps for learning and to address any misconceptions.

Speaking and Listening

Children are provided with many opportunities to develop their speaking and listening skills through drama, discussions and paired work. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a regular basis and speaking and listening opportunities are evident across the curriculum. All pupils also have weekly LAMDA sessions, led by a specialist teacher. These are fundamental in developing pupils' confidence, diction and enunciation.

Mathematics

Intent:

Our Maths curriculum is creative and engaging, sustaining positive levels of challenge through a varied and high-quality activities. All children have access to this curriculum and make progress in lessons. We focus on fluency, reasoning and problem-solving where pupils are supported in making rich connections across the areas of maths and use their knowledge across the curriculum.

Through Maths lessons it is our aim:

- To develop enjoyment of mathematics and a confident approach.
- To experience a sense of achievement for all pupils.
- To develop mathematical understanding and skills through a practical approach, enabling children to apply their knowledge to everyday situations and problems.
- To develop the children's abilities to use mathematical language to talk about their methods and explain their reasoning.
- To ensure that all children understand the number system and can use a variety of computational strategies: oral, mental and written.
- To develop children's abilities to approach mathematical problems and puzzles in a systematic way.
- To match learning experiences to the abilities and needs of the children.
- To maintain a framework of learning throughout the school through which continuity and progression can be ensured.
- To understand and appreciate pattern and relationship in mathematics.
- To achieve deep thinking in maths.

Implementation:

Pupils at Meadowpark will learn Mathematical concepts and strategies linked to number, ratio and proportion, algebra, measurement, geometry and statistics, in line with the school's progression planning and as outlined in the National curriculum.

- We use a variety of teaching and learning styles in maths lessons in order to meet the needs of all pupils.
- Our principal aim is to develop children's knowledge, skills and understanding through incorporating the requirements of the Early Years Framework or the National Curriculum into our planning, supported by the Target your Maths scheme from year 3 onwards.
- Maths is taught daily, as well as there being, additional opportunities for maths practice provided through early morning tasks, homework and cross curricular links.
- Teaching continually emphasises the importance of arithmetic skills, which underpin a range of mathematic topics, and children are encouraged to develop these further through becoming fluent with times tables. Pupil progress in times tables is monitored by the subject lead termly.

Assessment:

Pupil progress and levels of understanding of mathematical concepts is assessed in each lesson, through questioning, discussion and evidence of learning, which will provide opportunities for the class teacher to address any misconceptions in order to move pupils on with their learning. We use PUMA assessments termly which help to identify any gaps in learning, ensure pupils are on track to achieve and to inform teacher's summative assessments, which are recorded on itrack. The subject lead will monitor the results recorded on MARK (PUMA) and itrack.

Science

Intent:

At Meadowpark we aim to inspire pupils with a curiosity and fascination about the world around them. We will develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics and develop their scientific language, enabling children to talk about their methods and explain their findings and conclusions. Our Science curriculum will motivate pupils to become effective communicators of scientific ideas, facts and data whilst enhancing their practical skills of scientific enquiry.

Through our weekly science lessons and Forest schools activities we will aim to:

- stimulate and excite children's curiosity about phenomena and events in the world around them.
- To ensure that basic concepts and techniques are established thoroughly as a foundation for further learning.
- To develop scientific language, enabling children to talk about their methods and explain their reasoning.
- To stimulate enquiry into the nature of our environment and our place within it with a view to developing increasing environmental awareness resulting in young people with respect for our planet.
- To develop the confidence to apply what they have learned to a variety of situations and to realise the cross curricular links that are possible within the subject of science.
- To develop a set of attitudes which will promote scientific ways of thinking, including open mindedness, perseverance, objectivity and recognition of the importance of teamwork.
- To enhance pupils' practical skills involving: meticulous observation, accurate and appropriate measuring, the making and testing of hypotheses, the design of fair and controlled investigations, the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence.
- To become effective communicators of scientific ideas, facts and data.

Implementation:

- Pupils will learn Scientific methodology and understanding through a range of topics mapped out on the school's long term progression map. Which include, working scientifically, living things, plants and animals, seasonal change, Materials, states of Matter, Light and sound, forces, electricity, earth and space and evolution and inheritance.
- Pupils are encouraged to explore and ask questions to find out more about the world around them.
- Pupils will use reference material to find out more about scientific ideas.
- Ideas are shared and discussed, promoting the use of scientific language
- Pupils are supported in learning how to make links with ideas and explaining concepts using simple models and theories.
- Pupils are given the opportunity to plan and carry out simple and fair tests which will build on their scientific skills to eventually out systematic investigations and use results gathered to set up and plan their own scientific enquiries to their questions, controlling variables where necessary.
- Pupils will apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health
- Pupils will use a range of skills including observations, planning and investigations to research and explore answers to their questions as a process of scientific enquiry

Assessment:

At the beginning of a new science topic children will illicit their current understanding through key questioning and then end of topic rising stars assessments are also carried out, showing the progress in knowledge and skills developed within that topic. The skills of 'Working Scientifically' will be assessed during investigations and recorded through the teachers marking/comments in their books. Teacher judgements informed by evidence of learning, key questioning and rising stars assessments are recorded termly on itrack. Pupil progress in Science is also monitored by the subject lead.

Computing

Intent:

In Computing we intend to teach the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. We will build on this knowledge and understanding so that pupils use information technology to create programs, systems and a range of content. We will focus on being safe whilst working in a digital environment and understand the digital footprint we leave. The curriculum will develop pupil's digital literacy - so that they are able to use and express themselves at a level suitable for the future workplace and as active participants in a digital world.

We aim to:

- Ensure all children know how to be safe when using computing technologies and what to do if an incident occurs.
- Ensure that all pupils have ready access to computing equipment in the classroom and throughout the school.
- Provide all pupils with equal opportunities as specified in the Equal Opportunities Policy.
- Enable pupils to build on their previous computing experiences.
- Teach pupils life skills and make them independent learners.
- Develop pupils' skill and confidence in their understanding and use of Computing
- Develop pupils' application of their skills.
- Use computing to support and improve learning and teaching across the curriculum.
- Teach pupils how to use computing equipment in the most effective way.
- Enable pupils to plan and assess their use of computing across the curriculum.
- Provide pupils with stimulating and challenging work using computing.
- Improve pupils' knowledge and understanding of the many uses of computing in modern society.
- Celebrate pupils' success in the use of Computing. The key areas developed in Computing are:
 - Computer science;
 - Information technology;
 - Digital literacy.

Implementation:

- **Our Computing curriculum is divided into four main areas**
 1. Computer Science
 2. Information Technology
 3. Digital Literacy
 4. E-safety Implementation. Where E-safety is incorporated in all aspects of teaching and learning.
- Pupils will be able to understand what algorithms are, how to create and debug simple programs and can use logical reasoning to predict the behaviour of simple programs.
- Pupils will be able to recognise common uses of information technology beyond school safely and respectfully.
- They will use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- By the end of prep, our pupils will be able design and debug their own programs, understand computer networks and appreciate how search results are selected and ranked.

- They will be able to evaluate digital content and understand how it could have been manipulated.
- All pupils will be able to technology safely and respectfully, recognise acceptable and unacceptable online behaviour and can identify how to report concerns they have.
- In prep, pupils will have the opportunity to design and create programs to accomplish given goals, evaluating and presenting their data and information.

At Meadowpark we use the Rising stars ‘Switched on Computing’, to support the computing curriculum.

Pupils also have logins to Mathletics, Spellodrome, Languagenut and Education City to support their own independent learning across the curriculum.

Assessment:

Teachers assess the children’s computing skills and understanding from the tasks that they complete during lessons. Ongoing assessment is employed in each lesson where the teacher observes pupils’ application of skills and understanding. These are checked against the criteria set out within the computing scheme of work.

PSHE and RSE

Intent:

At Meadowpark School, PSHE is an integral part of the school curriculum, where pupils are taught in a caring and nurturing environment. Pupils engage in learning with enthusiasm and reflect on their own values and experiences and understand that they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

We aim:

- for our pupils to develop a positive self- concept and nurture their mental and physical health.
- for pupils to value themselves and others, form positive relationships and communicate well, make and act on informed decisions
- be an active partner in their own learning
- be active citizens within the local community
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals
- have mutual respect for others

Pupils are treated as individuals and are enabled to thrive in a stimulating, supportive and inclusive environment, where their health and emotional well-being are paramount.

Implementation:

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. All children learn to understand and respect our common

humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. The SCARF programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose.
- Value self and others.
- Form healthy relationships.
- Make and act on informed decisions.
- Communicate effectively.
- Work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Show respect for all people whatever their faith, belief or culture.
- Become healthy and fulfilled individuals.

PSHE is taught explicitly each week and each year group follows the SCARF programme to support this.

Pupil's learning in PSHE is designed to tackle relevant and age-appropriate topics. There is continuity and progression from Reception to year 6 with opportunities to revisit topics each year.

Lessons are delivered through safe, circle time discussions, group activities and written reflections. British Values are covered throughout the year and become part of pupils' values which are then reflected in their behaviour and relationships.

As well as adhering to the School vision 'be safe, be ready, be respectful', each class will develop their own set of class rules which will include pupil voice.

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non- statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and mental wellbeing, will be included within PSHE education lessons.

At Meadowpark School, RSE is underpinned by our aim to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

Assessment:

Formative assessment is used to assess pupils level of development in PSHE. This is carried out through questioning and discussions, observations and evidence of written reflections and learning. Additionally, teachers consistently consolidate the learning from PSHE through all areas of the curriculum and evidence is apparent in the children's language, attitudes, values and behaviour.

PSHE is reported to parents in the end of year report, commenting on pupils understanding, development and learning in school.

Teacher's continually monitor individual children in order to meet their emotional and personal needs.

History**Intent:**

Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Pupils will gain knowledge and understanding through learning about changes over time, significant events and individuals, local and British history and that of the wider world. Through the teaching of History, we strive to teach our pupils to understand the complexity of human nature, the process of change, the diversity of societies and relationships between different groups, in addition to their own identify and challenges of being a citizen of the global community.

Implementation:

Through our History curriculum we aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. Pupils will develop the skills to become historians through the following:

- developing a sense of chronology;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to research, think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical value through evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage; and strong community values
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education.

Assessment: Teacher assessments will take place after each completed topic and towards the end of the school year to assess and review pupil's progress and attainment in, chronological understanding, depth of historical knowledge and enquiry.

Geography**Intent:**

Geography at Meadowpark School is intended to give pupils a broad and balanced understanding of the world in which they live. It is our intent to provide an informed awareness of countries, cultures and languages and to develop a curiosity about other cultures, recognising diversity within our own community and globally. Pupils are encouraged to develop a greater

understanding and knowledge of the world, as well as their place in it.

Implementation

Through high quality, engaging teaching, we will develop the following essential characteristics of geographers:

- To enable children to develop an awareness of the local environment and use appropriate vocabulary to describe observations.
- To ignite children's curiosity by developing geographical skills through use of the local area, fieldwork, observations and learning how to use, draw and interpret a range of maps with accuracy and confidence.
- To develop children's knowledge and understanding of the human and physical process which shape places at a local, national and international level and explain their similarities and differences.
- To recognise and understand issues concerning the environment and sustainable development at a local, national and global level.
- To acquire the geographical skills, knowledge and vocabulary to carry out effective geographical enquiry.
- To generate appropriate questions, develop research skills and use and develop a variety of skills including enquiry, problems solving, computing, and investigation to evaluate and inform opinions.
- To appreciate the importance of geographical location in the human affairs and understanding of how places and activities are linked by movement of people - immigration, migration, settlement for materials and knowledge and by economic, social and physical relationships.

Our outdoor gardens and woodland areas within the school grounds, as well as the local area are fully utilised to further support and enhance pupils learning in Geography.

Assessment:

Assessments will take place after each completed topic and towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and formative assessments based on their development of geographical skills.

RE

Intent:

In Religious Education, we intend to provide children with a well-rounded view of the different world religions. We aim to guide them in their understanding of the key elements within each religion, how these are celebrated and to promote tolerance and understanding towards all religious beliefs. In doing so, we promote self-reflection and aim for all children to understand how their own beliefs and ideas are both similar and different to others around them.

At Meadowpark School, R.E. lessons are taught using the 'Discovery R.E.' Scheme of Work across all year groups. Through this, pupils learn to:

- Develop a knowledge and understanding of Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism.
- Recognise the influence of beliefs, values and traditions on cultural and community life.
- Ask challenging questions about the ultimate meaning and purpose of life; beliefs about God; the self and the nature of reality; issues of right and wrong and what it means to be human.
- Have opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development
- Learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- Develop their sense of identity and belonging and enable them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs

- are different from their own
- Show discernment and enables pupils to combat prejudice.

PE

Intent:

At Meadowpark, we base our PE curriculum on helping our pupils develop a lifelong love of keeping their bodies and minds healthy through physical activity. PE is a crucial part of a focus on the whole child. We believe PE is vital to mental health and wellbeing, allowing pupils time to explore learning through movement and with their whole bodies. We ensure all pupils are able to explore a wide range of activities to help them become physically confident, improve their health and fitness and develop wider values such as teamwork, cooperation and fairness.

The national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

An engaging and varied PE curriculum will inspire children to achieve their goals through sustained hard work and practice, in a spirit of healthy competition with themselves and each other. Our pupils will learn the skills to play a number of competitive sports and games and progress within these throughout their time at the school. Our PE curriculum provides opportunities in-line with the National curriculum, which include athletics, dance, games, gymnastics, outdoor adventurous activities and swimming.

Implementation:

Athletics Pupils will:

- progressively improve their performance in the basic skills of athletics: running, jumping and throwing.
- develop skills to run effectively over varying distances including specialised techniques for sprinting, hurdles and relays.
- improve their jumping techniques.
- learn to throw with increasing accuracy and strength

Dance Pupils will:

- perform a broadening range of movements and combine into increasingly more complex patterns.
- progressively use their creativity to compose their own dances in response to stimuli.
- move their bodies with increasing rhythm and musicality to a range of music and in a range of styles.
- develop teamwork and communication skills to create progressively more complex routines in a group.
- perform self and peer evaluations and increasingly use this feedback to make improvements to their work in the pursuit of excellence.

Games Pupils will:

- become increasingly competent and confident in fundamental movement skills through practice, including running, jumping throwing and catching, as well as attacking and defending.
- learn to pass a ball with increasing accuracy and using an increasing variety of techniques, including throwing, bouncing, rolling, kicking and striking, while still and travelling.
- progressively catch, gather and return the ball with growing speed and accuracy, and maintaining possession or passing as appropriate.
- learn to move in a variety of ways, at different speeds and with increasing changes of direction, with and without a ball.

- progressively use their skills and knowledge in the context of competitive games, modified as appropriate, as well as to create their own games.
- develop teamwork and communication skills playing as a team
- increasingly model and demonstrate the principles of fairness, respect and honesty, as well as good sportsmanship and resilience when both winning and losing.

Gymnastics Pupils will:

- deliver gymnastic routines of growing length by copying, memorising and increasingly by creating their own movement patterns, including both static shapes and different forms of travelling.
- work with increasing confidence and skills using small and large apparatus, including travelling under, over and through
- learn to move with clarity, fluency and expression and with increasing precision and control.
- perform an increasingly wider variety of jumps, rolls and balances with growing skill
- develop teamwork and communication skills to create progressively more complex routines in a group
- perform self and peer evaluations and increasingly use this feedback to make improvements to their work in the pursuit of excellence.

Outdoor Adventurous Activities Pupils will:

- learn to apply cross curricular terminology of direction and position, as well as using navigation equipment such as a map and compass, in practical ways
- develop teamwork and communication skills to solve problems.

Swimming Pupils will:

- learn and develop confidence in water.
- improve skills for travel in water on both front and back using any technique, with and without flotation aids.
- show progression in entry and exit into water, submerging and floating

Meadowpark school currently holds the Gold award for the school games mark scheme.

Assessment:

Teachers assess throughout lessons using formative assessment and make adaptations where necessary based on skills and progress. Informal teacher assessments are made at the end of each unit to measure the progress of each child.

Art and Design

Intent:

At Meadowpark, we believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. Our art curriculum aims to stimulate creativity, imagination and individuality. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through high-quality teaching

Implementation:

All pupils will:

- master a range of techniques, using a range of tools and materials.
- Be enabled to and have confidence to express themselves while they experience the beauty of colour, different mediums, light and materials.
- learn about a range of artists and examine how the artist produced their artwork, rehearse the techniques themselves and then use these to produce work of their own in the same style.
- Be praised and encouraged in their individuality and creativity
- evaluate their own work

- have the opportunity to collaborate with other and work independently.
- Use sketchbooks and other resources and equipment to keep a record of their artwork, demonstrating a portfolio of their level of progress and achievement in art.

Assessment:

Teachers assess children’s work in Art through observations and evidence of application of skill and artwork produced. Verbal feedback is offered throughout the lesson, whilst not compromising a child’s creativity.

D&T

Intent:

At Meadowpark School we work hard to ensure that through a broad range of creative and practical activities pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making as well as developing skills in evaluating their designs and products, technical knowledge and skills and understanding relating to cooking and nutrition.

Implementation:

- pupils will be inspired to design and make products within a variety of contexts and to learn how to take risks, to become resourceful, innovative and enterprising.
- pupils are able to build their subject knowledge and understand how they can draw on disciplines such as mathematics, science, engineering, computing and art when designing and making products.
- Pupils will learn skills in planning and designing, making and evaluation
- Pupils will develop in their knowledge and understanding of cooking and nutrition and learn about where food comes from, as well as the principles of healthy food used in cooking.

Assessment:

Teachers assess children’s work in Design and Technology by observing them during lessons. At the end of a topic or series of topics, teachers make a judgement against the National Curriculum levels of attainment, thus informing planning and informing an annual assessment of progress for each pupil.

Music

Intent:

At Meadowpark School, Music is a highly valued and integral part of the school curriculum. We believe that music is a universal language spanning time, cultures and disciplines and through music pupils can express, represent and communicate ideas, emotions and perceptions. Class music lessons are planned based on the National Curriculum to all children from Foundation stage to Upper Key stage 2 and delivered once a week by a music specialist. Pupils also participate in Singing assemblies and Musical events throughout the year, promoting singing and performance skills and developing social and personal skills, which are transferable across the curriculum.

Implementation:

- The Music curriculum is carefully designed to develop all areas of Music: listening, appraising, composing and performing.
- There is continuity and progression from pre-prep to prep, with opportunities to revisit and extend skills each year.
- Pupils will be inspired by music, have fun making music together and develop the confidence to perform.
- Meadowpark school involves every pupil in making music, enabling them to realise their individual creative potential.

- At Meadowpark school pupils have the opportunities to broaden their musical awareness and foster an appreciation of music from different times and cultures.

Drama and LAMDA

Intent:

It is our intent to equip each pupil with transferable life skills that will enable them to develop in their confidence and self-belief through developing vocal and physical skills. Our drama curriculum intends to develop creativity and imagination, communication skills and teamwork and a love for performing arts.

- Meadowpark School pupils all take part in LAMDA (London Academy of Music and Dramatic Arts) sessions each week.
- Pupils will participate in drama games, teaching in voice and facial expression and enunciation and opportunities to perform verse and prose, short acting pieces, both as a group and individually.
- Drama is also part of the English curriculum and forms part of teaching from Reception through to year 6. Children are provided with opportunities for hot-seating, role play and story-telling.

Performance opportunities also regularly take place throughout the year for all year groups. For example, harvest, Christmas, spring and summer. Pupils also have opportunities during assemblies to perform pieces that they have been working on in class.

French

Intent:

French is celebrated and valued at Meadowpark school. It is taught across all year groups, starting in Reception, to year 6. The objectives from the National Curriculum are met through careful planning and with the support of the LanguageNut scheme. Appropriate National Curriculum objectives are extended to prep-prep to ensure that pupils are well-grounded in all areas of speaking, listening, reading and writing by the time they leave the school.

French teaching at Meadowpark is intended to spark an enthusiasm and enjoyment of language.

Implementation:

- Lessons are designed to develop skills in all four areas of language development: speaking, listening, reading and writing.
- There is appropriate progression through the school in each of these skills.
- Pupils are also taught grammar and language learning skills to aid their ability to use and learn languages in KS3 and beyond.
- Pupils are additionally taught about life in France and French speaking countries, as well as their important festivals and celebrations. Developing their awareness of cultural differences in other countries
- A range of resources: ICT, voice recorders, flashcards, videos, songs, toys and real objects as used to support learning, where appropriate.

Assessment: Teachers assess the children's understanding, pronunciation and fluency of newly introduced French vocabulary as well as how children write at varying length in French, for different purposes and audiences. Formative assessments inform adaptations made to planning to ensure pupil's attainment.

Enrichments

Meadowpark School has an extensive programme of activities that take place outside the formal curriculum. These include: Woodwork, Coding, Multi-sports, Cricket, Football, Art and Drama. Specialist peripatetic music teachers also deliver individual music tuition in piano and guitar.

Learning outside the classroom - educational visits/off-site activities

First-hand experience is fundamental to the productive and successful learning of pupils at Meadowpark. Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Meadowpark School curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them.

Learning Outside the Classroom relates to any activity which uses the outdoors to enrich the curriculum. Visits provide opportunities to open up new experiences to pupils, develop in their knowledge and understanding of the world, develops confidence and social skills.

Educational visits are planned in advance, giving sufficient time for approval, risk assessments, obtain parental permission and to collect necessary funding and equipment. Meadowpark aims to provide high-quality, progressive and frequent provision of Learning outside the classroom experiences, which promote personal development and well-being.

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. SMSC is integral to all aspects of our curriculum. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and the action of others.

In addition, our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism
- Ensures that pupils are able to understand and respond to risk, for example risks associated with, personal relationships and personal safety
- Enables pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- Provides pupils with a broad general knowledge of public institutions and services in England
- Assists pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- Encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Precludes the promotion of partisan political views in the teaching of any subject in the school
- Takes such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils in a balanced presentation of opposing views.

Remote learning

In the event that pupils are required to learn remotely from the school building (e.g. during the covid-19 pandemic) pupils at Meadowpark will continue to their full suite of timetabled lessons which are delivered through Google classroom in the form of PowerPoints and presentations,

appropriate resources, videos and links to websites as appropriate. As well as live teaching through zoom. Pupils will continue to submit their learning to their class teacher who will mark their work and provide feedback, opportunity is given to pupils to respond to the marking and resubmit.

Homework

We recognise the importance and value of homework as an extension and consolidation of classwork. All pupils receive homework which is progressive throughout the school, starting with home reading books in Receptions and progressing to more extensive written pieces and class projects in prep. The aim will always be to enhance the knowledge and understanding for our pupils, develop independence in learning, enhance parental relationships and development a love for learning.

The Foundation Stage

Intent:

At Meadowpark, the uniqueness of every child is recognised and valued. As such, our curriculum embraces the community from which it exists, recognising and celebrating the diverse backgrounds and experiences from which our children originate. We constantly adapt our learning journey to meet the needs and interests of our children, offering an excellent education underpinned by a broad, culturally rich curriculum, to ensure that all pupils are well equipped for the next stages in their education.

It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally. As a result, we aim to embed the right attitudes of learning through The Characteristics of Effective Learning: Play and Exploration; Active Learning; Creative and Critical Thinking.

Through a balance of child initiated and adult led continuous play and small group activities children will make progress across the seven ELG's. Adults will respond to children's individual interests and needs to ensure opportunities for a rich learning experience are met for all children.

Cultural capital: Each individual pupil will arrive in reception with their own set of experiences, skills, interests and value. These will be observed and assessed on entry and continually to inform planning and to provide opportunities that will further development, curiosity, wonder and opportunity. The class teacher will also work in partnership with parents to gain a fuller understanding of each individual pupil and their interests, needs and experiences.

Safeguarding in EYFS

At Meadowpark, we take seriously our duty to comply with Welfare requirements and recognise that children learn best when they feel healthy, safe and secure. Therefore, we will:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose

- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Ensure all staff working in the Early years are trained in understanding the safeguarding policy and procedures and have up to date knowledge of safeguarding issues.

Teaching and learning aims and values

At Meadowpark, teaching and learning in the foundation stage follows these aims and values:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;

The EYFS is based upon four principles:

- **A Unique Child** - we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as Golden assemblies, and house points, to encourage children to develop a positive attitude to learning.
- **Positive Relationships** - We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in the education of their children. A strong partnership between the teacher and parents is developed through regular discussions and communication and sharing of learning both from home and in school.
- **Enabling Environments** - the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

- **Learning and Development**

In Reception we have regard to the Statutory framework for the Early Year Foundation stage 2021.

There are seven areas of Learning within the Early Years Foundation Stage. The Prime areas are

Physical Development, Personal, Social and Emotional Development and Communication and Language. The Specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Opportunities for pupils to develop their skills in all areas of learning are provided throughout each day. The classroom is organised to allow pupils to explore and learn securely and safely and to develop in their independence to choose activities. We value all areas of learning and development equally and understand that they are interconnected.

In Reception, pupils are will also be learning the fundamental British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Different Faiths and Beliefs, through their daily PSED discussions, assemblies, Discovery RE, School Council and through learning about the fundamental rules and values of Meadowpark: Be Safe, Be Ready, Be Respectful.

Implementation:

- We begin each year by looking at the individual needs of our children and taking into account their different starting points. We carefully develop our flexible EYFS curriculum which enables them to follow the path of their learning journey at a point that is suitable for their unique needs and stage of development.
- Throughout the seven areas of learning, we teach crucial skills, knowledge and vocabulary presented through a range of topics that excite and engage children, building on own interests and developing their experiences of the world around them.
- All children will learn though play in a safe and stimulating environment that promotes independence, wonder and creativity.
- Through observation and assessment, weekly (or in the moment), enhancements are made to the setting's continuous provision, to support the needs and interests of pupils and enable development.
- Resources will be monitored, reviewed and set out within areas of the environment to support next steps for learning, children's interests and topic links.
- Enhancements to each of the areas within the classroom will also be made regularly to give children variety of learning opportunities and enable them to make links and extend their learning
- Adult led activities are also planned to support the next steps for learning, through questioning, modelling, small group activities, Maths, reading and phonics learning.
- We promote a love for reading early on, where pupils will read with an adult daily, as well encouraging independence in looking at and sharing books.
- Learning is further support through teaching by specialist teachers in LAMDA, Music and forest schools, trips and visitors.

Impact and Assessment

Pupils learning and development is monitored and observed throughout each day. Observations are often recorded and used to inform next steps for each individual pupil, these observations also contribute to the pupils' learning journey which is shared with parents and shows a breadth of experiences, learning and development.

Pupils are assessed against the statements set out in the Development Matters statements, ensuring progression is being made from their starting points, which are underpinned by the characteristics of effective learning. This is not used as a checklist, but rather as a tool to identify the pupil's level of development. The EYFS profile is completed at the end of the year, where pupils are assessed against the Early learning goals. The EYFS profile is shared with parents in the end of year report and also passed onto their year 1 teacher.

Areas, resources and interests of the children are continually observed, and each individual's learning is assessed using formative assessment to ensure that every child is making progress.

Adult intervention is also regularly reviewed to ensure that it is effective in enabling learning to move on.

Transition Support

We carefully manage the transition of our pupils throughout the school. We also provide advice to pupils and their parents about the transition process. Our staff spend time towards the end of the academic year working with their new prospective class for the year ahead. This allows pupils to familiarise themselves with their new teacher in readiness for September. We ensure that transitions for children with SEND are fully prepared at each stage both internally and externally.

Impact

Pupils will leave Meadowpark School ready for the next stage in their learning. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. Pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel. They will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for others. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds. Pupils will leave Meadowpark, resilient, respectful, equipped with knowledge and understanding of how to keep themselves safe in the world and will journey on with a continuing desire and thirst for learning.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, annually or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Completed by: D. Brown, Curriculum lead

Review

This policy was reviewed by the Headteacher on 5th September 2021.
The renewal date is annually or earlier if there is a change in legislation.