



**Aiming High  
Together**

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# **Curriculum Policy**

## **Loxley Primary School**

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Note – This Curriculum Policy is designed to give an overview of what we teach and how we approach teaching at Loxley Primary School. More detailed information on particular subjects and aspects can be found in specific policies.

# Drivers and Learning Offer for a Wider Curriculum – “Aiming High Together”

“Aiming High Together” not only intends to encapsulate our school ethos but sets out practically our wider learning intent for pupils as they journey through their years at our school. It is about what makes Loxley Primary School special and the ambition we have for all pupils in our school “family.” Here is our wider learning offer for all pupils:



## Curriculum Intent and Implementation

### Reading and Phonics

**Wider Curriculum Drivers:** Links to 1,2,3,7 and 12.

**Intent:** Our aim is that pupils' will develop a love of reading during their time at Loxley Primary School as an end in itself, to enrich our pupils' lives, but also to give children the best opportunity to be confident and successful in life. As early readers, we want children to confidently and fluently know and apply phonics as well as using a range of strategies to help them become successful readers. We have determination that all children should be fluent readers who can clearly comprehend texts and have secure key skills and knowledge to do this so they are prepared for secondary school and beyond.



It is imperative that reading is given the highest status within our curriculum and that its teaching is, thorough, inclusive and ambitious.

#### Implementation:

- We use a **systematic reading and phonics scheme**. Our reading scheme extends across the age-range so all children read books at an appropriate level. It is carefully matched to children's phonic acquisition from Reception to Year 2 and is supplemented by an additional colour band reading scheme book to promote fluency, the development of high frequency words and strengthen comprehension skills. We use the Read Write Inc scheme for phonics learning though we adapt it's teaching to add interest though it's structure stays in place. Children benefit from small group as well as whole class first quality teaching so phonics learning is closely matched to pupils' ability. Regular analysis of assessment on a pupil level allows for timely revisions to the phonic content taught. In addition to a colour banded reading book, children enjoy choosing reading material from the school library which teachers check that it is at an instructional level for each child. Children complete a "reading passport" noting their reading choices which is structured to encourage a broad reading diet, including playscripts, poems, non-fiction and fiction.
- **Whole class bespoke reading teaching** is done daily normally following the Teresa Heathcote reading sequence as a model. The content of the reading sequence is bespoke to Loxley Primary School. This allows reading teaching to be sequential, adding memory and building key reading skills through the week, year and age-range. The structure varies to suit the purpose and age of the children however the sequence normally starts with building atmosphere, mood and interest in the text. Initial analysis of the purpose of the text is then done which may include making predictions. This is followed by vocabulary learning which may include learning around, definitions, word families, spelling patterns and word choices. "Visualise" lessons are then taught to help inference and understanding of the text. Finally comprehension learning is done.
- We read a **range of high-quality stories, plays, poetry, non-fiction and textbooks** written at age-appropriate interest level with enjoyment, accuracy and at an appropriate pace to aid memory and understanding. We have a Loxley Reading Spine which shows the progression of whole class readers through the age range. These are often integrated into class teaching. Books within the reading spine are chosen collegiately by expert and enthusiastic staff to enable a range of genres, dates of publication and a diverse range of authors. We ensure the books offer a high degree of interest, rich vocabulary choices and learning potential. The reading spine helps ensure a sequential progression in challenge.
- Reading **teaching places emphasis on both enjoyment and the understanding of language**, especially vocabulary and comprehension of the text. By the end of Year 6, our ambition is for pupils' reading to be sufficiently fluent and effortless so they are fully prepared for secondary school and beyond.
  - Focus in planning, staff meetings and analysis of assessment for **vulnerable groups of learners** including, disadvantaged children, children with SEND and those with the lowest levels of current attainment helps maximise their progress in reading.



Whole school events such as book week, the annual book fair and poetry week help foster the love of reading.

## Writing

### Wider Curriculum Drivers:

Links to 1,2,3,7,10 and 12

### Intent:

Our aim is for children to be confident, fluent writers; being able to write in a controlled and clear style with understanding of grammar, audience and purpose. We want children to be creative in their writing, exploring their imagination and making carefully thought out choices about vocabulary, sentence structures and whole text composition.



### Implementation:

- From their Reception year, children are very much encouraged to “have a go” at writing without the fear of “getting it wrong.” There are many opportunities to write both in teacher directed activities and through continuous provision – there is always an inviting writing area within the class. This culture continues through the school where children are praised for ambitious language choices and sentence structures.
- Children have opportunities for regular practice and familiarity with writing and its conventions. Re-telling of simple stories helps younger children begin their journey into extended writing however it is important that children can make choices in their own writing too. Children learn to write in sentences; knowing what sentences are and how to punctuate them correctly. From this point, children can learn to write in a range of sentence structures which can add interest and precision to their writing, supported by their reading and punctuation and grammar learning.
- Writing permeates through our curriculum to help embed skills. There are a wide variety of cross-curricular opportunities for writing e.g. in History where we drive for the same standards of attainment in grammar, punctuation, handwriting and particularly vocabulary choices (see Knowledge Explorers section below). We believe stimulating and relevant purposes for writing both inspire pupils and make reasons for writing less abstract for pupils. A wide range of opportunities are sought e.g. our Year 2 penpal letters with St Patricks’ School.
- Transcription (including phonics and handwriting) are carefully sequenced and progressive. We encourage children to form letters correctly as soon as they start writing and aim for most children to be using a fluent cursive script by the end of Year 2. We use the “Teach Handwriting” scheme to systematically improve handwriting progress. Occasionally, children with specific SEND needs use Clicker software on laptops rather than handwriting.
- The mainstay of writing teaching and learning at Loxley follows the Teresa Heathcote writing sequence. The content of each sequence is bespoke to Loxley Primary School. The sequence starts with an immersion activity so children become confident with the, vocabulary, cultural capital and context of the subject they are writing about. Immersion could take the form of responding to, novels on the school’s reading spine, video clips, role play activities and discussion/Kagan activities. Children then analyse good examples of the genre of writing they will later write. After this normally follows spelling, grammar and punctuation lessons which could then be applied to pupils’ free writing. Finally, there is planning time before the children’s own compositions.
- As soon as children are able, we encourage them to check, self-edit and peer review their work through Kagan strategies\* and assessment for learning\* activities.



Spoken language opportunities are sought throughout the curriculum. Plays and class assemblies give purpose and build confidence for pupils

## Mathematics

**Wider Curriculum Drivers:** Links to 1,2,4,7 and 12

### Intent

We aspire for all children to become confident and competent users of practical mathematics in every day contexts both now and in the future. Children should be fluent in mathematical procedures using the four rules of number and have embedded conceptual understanding in a wide range of mathematical areas of study including geometry and measurement. We also aspire for children to be curious and enthusiastic mathematicians; a creative and interconnected subject which has intrigued humans throughout the centuries.



### Implementation

- Following the Early Years curriculum, mathematics is given a high priority from the start of pupils' time at Loxley. In Reception, children consolidate the skills of, counting, one to one correspondence, showing a given number to an adult, understanding sequence in the number system and the concept of one more and one less. Children are also introduced to the concepts of shape and measure.
- From Year 1 onwards, the White Rose Maths scheme builds on learning in Reception, providing the structure of teaching and learning in mathematics at Loxley. White Rose is a starting point for sequencing and progression of learning in mathematics and provides teachers with a highly regarded teaching tool which has a mastery approach.
- Teachers adapt planning in the White Rose scheme to challenge and support the needs of their pupils through thorough assessment for learning. Spaced learning techniques allow children to embed knowledge, concepts and skills.
- The use of "variation activities" in lessons highlights the essential features of a concept or idea through varying the non-essential features. When giving examples of a mathematical concept we use variation to emphasise what has changed. When constructing a set of activities / questions we consider what connects the examples; what mathematical structures are being highlighted. We make one change at a time to highlight the variation and help understanding e.g. multiplying one number by ten, adding one ten to the first number of a subtraction.
- The school has a Calculations Policy which shows clear sequencing and progression of strategies used, building on children's existing skills. This avoids cognitive overload and allows children to use embedded procedural techniques to help their working memory tackle new content.
- Teachers and pupils progressively select and use models (e.g. bar method and number lines) and structural apparatus (e.g. dienes, numicon, weights and coins) to express mathematical concepts and to aid problem solving.
- To improve fluency, we regularly practice number bonds and multiplication tables. Mathematics becomes increasingly fun and less laborious once children have quick recall of number facts. We adopt motivating methods to engender ambition and enjoyment in children while they learn these facts e.g. the TT Rock Stars website.
- Staff demonstrate and teach concepts and strategies with an emphasis on the precision of mathematical language and mathematical representation. Children are encouraged to communicate mathematical ideas and concepts using appropriate language.



- Children have opportunities to choose their own methods to tackle reasoning problems however staff suggest more efficient methods as appropriate. Children are encouraged and rewarded for showing their working (even if this is incorrect). Staff tackle any misconceptions judiciously on an individual and class level.
- We embrace enquiry in mathematics; developing children's depth of understanding and creatively and developing the value that the process is often as important as finding the answer.

Maths is also taught through the wider curriculum with an understanding of the skills pupils need before they can be applied. For example, in measuring and handling data in Science.

## A Rich and Broad Curriculum – *see also individual subject appedices*

**Wider Curriculum Drivers:** Links to 1,3,4,5,6,7,10 and 12

### Growing and making links in our learning and understanding in each subject

#### Intent:

Children at Loxley should benefit from a curriculum that follows best pedagogical practice to enable pupils to continually know more and remember more, understand and relate to learning and make connections in their learning across the curriculum and to the outside world.

#### Implementation:

- Expert professional dialogue between class teachers as experts and subject leaders both formally through staff meeting and curriculum team work and informally by a culture of sharing means the curriculum is widely known and continually evolving.
- Progression maps with “**key themes**” in each subject help teachers build from previous learning and help pupils make links in their learning in year and throughout the age range.
- Knowledge Explorers are a systematic aid for learning across the curriculum from Years 1 to 6. They provide a beginning and end point to each unit of learning and help to establish lines of enquiry, key concepts and important facts to remember for each topic in non-core subjects. Pupils learning is measured and benchmarked against them. They clarify intended outcomes for each unit of learning. They are always pupil friendly, bright and with appropriate pictures and language chosen to best assist pupils in their lessons.
- Teachers plan for conceptual sequencing in medium term plans for every unit of work. This relates to sequencing within the unit and relating to other subjects so children see themselves as historians, artists etc building their skills and knowledge.

### Reading and vocabulary across the curriculum

**Intent:** Making connections in learning and having vocabulary for expression and explanation is crucial in order to embed and deepen children’s learning. By Year 6, the expectation that Loxley pupils are accessing and using a broad and high-quality range of language and vocabulary which will help that at secondary school and beyond.

#### Implementation:

- Knowledge Explorers (bespoke A4 pupil-friendly reference guides to subject knowledge and vocabulary) are discussed with pupils at the start of each topic and referred to by teachers throughout the topic. Children refer to them to assist them with recall of concept words and topic words which build progressively through the age range enabling pupils to remember and use more useful words. They develop both “concept words” (tier two vocabulary) applicable across the curriculum and topic words (tier three words) with more use within a specific subject.
- Reading throughout the curriculum Reading opportunities are actively sought throughout the curriculum including reading lyrics for songs in music, reading historical sources of evidence and looking at mathematical vocabulary to help decode problems.



### Rich and deep learning experiences.

**Intent:** All pupils should develop a love of learning through enquiry-based education where pupils can build their curiosity and know how to pose questions to find out more about the world around us. Opportunities for learning should be stimulating and varied making use of the huge potential of our school’s location. We give children the language and cultural capital to enrich current and future learning, life experiences and employment opportunities.

### Implementation:

- We understand children coming to Loxley of differing life experiences and that the cultural capital which comes from this affects future life chances. Through conscious integration and curriculum overview by teachers, subject leaders and senior leaders, we immerse children with the very best that has been thought and said helping to engender an appreciation of human creativity and achievement.
- Enquiry questions permeate throughout the curriculum and are built into planning. Children learn to understand what an enquiry question is and how to find evidence to answer these questions. Children are encouraged to pose their own enquiry questions building on their understanding on how to pose pertinent questions. Children learn through tangible experiences and from formulating questions based on their learning knowing how to answer questions in a systematic way and having the language to express ideas as Scientists, Geographers, Historians etc. enhances life chances.
- We use our extensive outdoor grounds and woodland to give the children opportunities to benefit from the space, stimulation, invigorating fresh air and learning potential. In Reception children have an outdoor learning area with free flow access which is used at every opportunity for continuous provision. In Key Stage 1 and 2, each class has a half term unit of work planned for Robin Wood. The class should learn in the woodland at least once per week during this time.
- Teachers plan for **engaging and memorable learning experiences** e.g. visits to aid memory and make learning more tangible and fun for pupils.

### High Ambition for Pupil Outcomes in music well above the requirements of the National Curriculum (See PE curriculum appendix)

**Intent:** To achieve equality of opportunity and excellence in music for all, all children should learn to play a tuned musical instrument by the end of Year 6 as an enriching experience in itself but also to give all pupils the best chance of playing a musical instrument into the future. All children should benefit from the uplifting experience of singing (across the curriculum) and performing. Musical opportunities should be rich and plentiful across the age range.

### Implementation:

- Learning a musical instrument and musical notation understanding is integrated into our music curriculum. Through the teaching of chime bars in Year 1, recorders in Year 2, clarinets in Y4 and 5 supported by Sheffield Music Hub and keyboards in Year 6, children have sufficient time and expert teaching to embed skills. Focused whole class performances lead to excitement and purpose for learning.
- The Out of the Ark singing scheme enables teachers to integrate singing across the curriculum and makes Loxley a singing school. We use singing as a tool to help well-being, reading and memory. All classes have at least one concert performance per year to show case their singing skills.



### High Ambition for Pupil Outcomes in sport and physical exercise well above the requirements of the National Curriculum (See Music curriculum appendix)

**Intent:** We aim for children to have the highest quality and widest range of PE skills and experiences to enable a high level of fitness, find physical exercise they enjoy and wish to continue into later life.

### Implementation:

- We invest in having an expert Sports Coach working as a member of staff in school. This staffing structure raises the profile and capacity of the identification of pupils' strengths, pupils' skill progression and sequencing through the year groups, staff CPD and special needs provision.
- Progressive, sequenced (*see progression map*) high quality sport and physical exercise are woven through the curriculum with Loxley children experience a wealth of different activities from badminton to dance to outward bound pursuits. A themed Health Week also raises the profile and widens opportunities for the range of sports experienced by pupils.



### Subject Specific Curriculum policies appendices.

Science, History, Geography, RE, Music, Art, Design Technology, Physical Education, French and Personal, Social and Health Education. In each policy includes our:

- Intent
- Implementation
- Learning within the key themes going through each subject
- Wider opportunities for all pupils relating to each subject
- Impact of learning in the subject.

### Learning Approaches at Loxley

Judiciously sequenced knowledge, skill and concept progression enables pupils to make better connections in their learning to build knowledge and skills. This is planned by teachers in conjunction with subject leaders through key themes in progression maps and medium term planning. Systematic spaced learning including the use of knowledge explorers enables mastery and fluency. Activities are learning not task focused to aid memory and to maximise opportunity for pupils to know more and be able to do more.

Inclusive practice with appropriate challenge and support for all is fundamental to our practice at Loxley. Quality differentiation in teaching and learning is delivered through ambitious challenge and support to enable all pupils to access learning which is most effective in helping them achieve most progress. Careful and thorough prior knowledge of individual pupils' knowledge and skills is used by teachers to make careful decisions on learning tasks set to help consolidate and extend pupils' knowledge and skills. We take care to avoid restricting any pupils from learning opportunities by arbitrary differentiation. Any individual pupil plans e.g. SEN Support Plans or plans relating to disadvantaged pupils are referred to in order to adapt learning to make it most appropriate for particular children's needs.



We provide staff with opportunity to innovate and capitalise on areas of strength and interest within a collegiate conversation about best practice to achieve outstanding outcomes for our pupils. Made to measure solutions to teaching and learning strategies and approaches are precisely chosen to ensure sequencing and progression of key themes in our progression maps for each subject. We use evidence of best practice from research and other settings including our partner schools in Peak Edge MAT to help inform how we can help Loxley pupils achieve the best outcomes.

A focus on how positive well-being and learning go hand in hand. We are a Healthy Minds school and learning with children about zones of regulation and the amazing three/five point scale help teachers and pupils recognise pupils/their feelings and how to help themselves and seek help when they need to. Children report on how they are feeling regularly to staff in school and work is done to create a culture where children feel safe to do so. We also consider children's concentration spans when delivering tasks. A rule of thumb for the amount of time a child can



concentrate on listening to adult instructions is 5 minutes plus their age in years. Long lesson introductions therefore need to be broken up with independent, paired or group tasks. We also recognise that children learn best when they:

- Feel safe (e.g. safe to contribute.)
- Are warm and well fed
- Feel included and valued as part of the class and school community – **aiming high together!**
- Feel that learning is relevant to their lives and experiences
- Are engaged and stimulated – (learning has a WOW! Factor.)
- Are active learners
- “Buy in” to high expectations and ambitions we have for them

Home learning is employed to consolidate key skills which need repetition to aid fluency e.g. reading, spellings and mental arithmetic. It is also used to build home – school links to help parental understanding of the curriculum and foster a joint purpose of helping every child’s learning. Twice yearly enrichment activities are designed to be fun and promote active parenting and conversation.



### **Kagan Teaching Methods:**

We use Kagan structures at Loxley as appropriate throughout the curriculum to promote:

- Positive inter-dependence. Children should benefit from each-others’ successes and contributions.
- Individual accountability. Each child should know that they are expected to contribute in a safe environment.
- Equal participation. Teachers should develop teaching and learning styles which give each child equal opportunity to actively learn. e.g. no matter how confident or vocal they are.
- Simultaneous interaction. Teaching styles should maximise potential for all children to contribute at once.

Kagan structures should be used throughout the school day and week. Structures are taught progressively through the age range so structures already learnt do not have to be re-explained to aid working memory. There are many structures we use. These are some of the most common ones:

- Rally Robin
- Round Robin
- Think, Pair Share,
- Mix, Pair, Share,
- Rally Coach,
- All Write Round Robin
- Think, Write, Round Robin,
- Match Mine
- One Stray
- Three Step Interview



## The Wider Curriculum

**Wider Curriculum Drivers:** Links to 5,6,7,8,9,10,11,12 and 13

**Intent:** To give pupils greatest opportunity to develop, positive values, life skills and apply their learning in the classroom to informal learning outside the normal curriculum. We wish to give children a memorable and outstanding school experience in line with our intent in our curriculum offer – “Aiming High Together”.

### Implementation:

- Skills taught through enterprise education are often taught in the context of other learning at school but as separate activities where pupils take as much of a lead as possible. In Early Years, children are introduced to different jobs and careers and use role play and small world toys to help their understanding of the roles of people such as the police, doctors and fire fighters. From Year 1 to Year 6, pupils have an opportunity to develop their own enterprise project where parents and/or other pupils are asked to pay for produce made or entrance to an event. Pupils should have a major contribution in the design of these projects. Projects in the past have included a World War Two Tea Dance and an Egyptian museum. Teachers use a grid of enterprise skills as guidance to ensure continuity and progression in enterprise skills such as budgeting and marketing.
- The school has a programme of day trips and residential visits which aim to build independence, teamwork and help pupils learn from exciting first-hand experiences. Trips are progressive in terms of the time spent out of school. There are residential visits in Years 3 (Castleton), 4 & 5 (Kingswood or Thornbridge) and 6 (Scarborough). Almost all pupils choose to attend.



- Throughout school pupils are given opportunities to lead in partner work and in small groups to make a positive difference to our school community. From Year 1, children are given the chance to put themselves forward for election to our very active school council. Elections are carefully managed to ensure pupil well-being and a developing understanding of democracy. School councilors consult with their class for suggestions and to feedback on achievements. In Year 6, all children have a school-wide responsibility post. They write a letter of application for the post they would like most. **All pupils** are given training and posts vary from Sports Leaders at playtimes to Office Assistants.

inter-school sporting competitions or festivals throughout their time at Loxley. With support from our sports coach, pupils are given opportunities where the level of challenge will suit their physical and emotional needs best and the type of activity will be best suited to their interests and abilities.

- In addition to whole class musical opportunities (see above) further musical opportunities such as peripatetic music lessons and clubs are offered to all pupils.
- Whole annual school fundraising events such as the Christmas Fair, Halloween Disco and Easter Egg Hunt provide children with an opportunity to build social skills and feel part of a supportive school community, aiming high together for a common purpose.



## Equal Opportunities:

The curriculum at Loxley Primary School should offer all pupils equal opportunity to access learning and make progress regardless of their gender, ethnicity, religion, socio-economic background or any emerging gender or sexual identity. At Loxley Primary School, each child is treated as a special, unique individual in a respectful school community. We aim high together. We understand in our curriculum design that as well as avoiding prejudice and stereotyping, we need to make the curriculum relevant and inclusive to all our pupils' backgrounds and sense of self. As role models, through our words and deeds, we should endeavour to make all aspects of the curriculum engaging to all children regardless of their gender, ethnicity, religion, socio-economic background or any emerging gender or sexual identity. This does not mean putting undue pressure on any individual child to take part in an activity we feel they ought to do in order to challenge a stereotype but to have the message loud and clear that whatever we do at Loxley – you can too! Loxley Primary School is an inclusive community and the overwhelming majority of activities will be open for all children to access however in order to best meet the needs of children with particular characteristics, there may be occasions when activities are arranged just for children with one characteristic e.g. sporting events. When such activities are arranged, it must be considered whether the needs of children without that characteristic are being met by the school's full offer. As we review each specific subject's policy, an equal opportunities statement related to it is added or reviewed. When assessing and monitoring the curriculum, we look for patterns of progress between children with different characteristics and seek to adapt the curriculum if evidence shows that the needs of certain children are not being met. In addition, we record and monitor the involvement of pupils with different characteristics in extra-curricular activities such as sport and the school council and seek to make activities more attractive to children with characteristics which are under-represented should this be the case. One of the ways we do this is by talking to children and asking their views. The governing body regularly challenges and supports the school's work on equal opportunities through policy review and discussions on practice and pupil outcomes.

## Monitoring and review:

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This policy is reviewed at least every three years.

There is a named governor assigned to each curriculum subject where there is an action point in the School Improvement Plan. Governors liaise with the respective subject leaders, and monitor closely the way these subjects are taught, are being developed and outcomes for pupils. There is also a named governor assigned to special needs, who liaises with the SEND coordinator and monitors the ways in which special needs are being catered for.

The headteacher (with the support of the Curriculum Development Subject Leader) is responsible for the organisation and delivery of the curriculum. The headteacher with the assistance of the Senior Leadership and subject leaders monitors the planning, teaching and pupil outcomes, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.



## Finally

We take a collective pride in our curriculum and how it supports pupils to have high standards through creative learning. We hope and expect the skills and knowledge pupils learn from our curriculum benefits them throughout their entire lives.

Loxley Primary School – Aiming High Together.

James Connolly