



'Doing our best to achieve our best'

Clarendon Primary School & Family Centre

Curriculum Policy

Introduction

This policy has been written to outline the school's approach and philosophy to its curriculum and should be read in conjunction with other school policies identified below.

At Clarendon Primary School, we strive to provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant and crucial to their future. Through the provision of a broad and balanced curriculum, our children are offered a wide range of experiences to extend their understanding of themselves and the world in which they live.

Our school values are interwoven through our curriculum and help us to promote and develop an ethos of care and of mutual support; where effort is valued, success is celebrated and children strive to 'do their best to achieve their best'.

Our school values are:

- Perseverance
- Independence
- Respect
- Resilience
- Honesty
- Friendship
- Collaboration
- Trust

We believe that understanding these values will enable children to become proactive and lifelong learners as well as active, responsible and caring members of the school and of the wider community.

Aims

At Clarendon Primary School, we are committed to providing a broad and balanced range of learning experiences for children, which meet and enhance the requirements of the 2014 National Curriculum and the current Surrey Agreed Syllabus for Religious Education. It is aimed at providing children with the knowledge, skills and application opportunities they require to successfully move onto their next stage of education whilst developing the skills, resilience and confidence required to become inquisitive lifelong learners. The curriculum we teach aims to provide stimulating learning experiences that meet the needs and interests of children and help them to develop as resilient and independent learners who are not afraid to 'take risks' in their learning.

We have developed a school curriculum and selected progressive schemes of work that build on children's prior learning and reflect the content and challenge needed to lead to consistently outstanding achievement. Teachers receive ongoing training and development in key areas of the curriculum and work together to regularly reflect on content and practice to ensure our curriculum and teaching pedagogy meets the needs of all children.

We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect as well as tolerance of those with different faiths and beliefs. As well as meeting the requirements of the National Curriculum, we also provide a range of extra-curricular enrichment opportunities both during the school day and after school. We also promote a wide range of extended and extra-curricular experiences to enrich the experiences offered. These run during and after school, and include day trips, visitors to school, enrichment days and residential visits.

Alongside the 'academic' curriculum, we teach a full PSHE curriculum, supported by assemblies and underpinned by our whole school values that help children develop the health, social, emotional and relational skills needed to live an active, healthy and successful life. All staff have high expectations of pupils and work hard to create nurturing and inclusive learning environments, which result in a supportive school culture and positive behaviour for learning attitudes amongst the children.

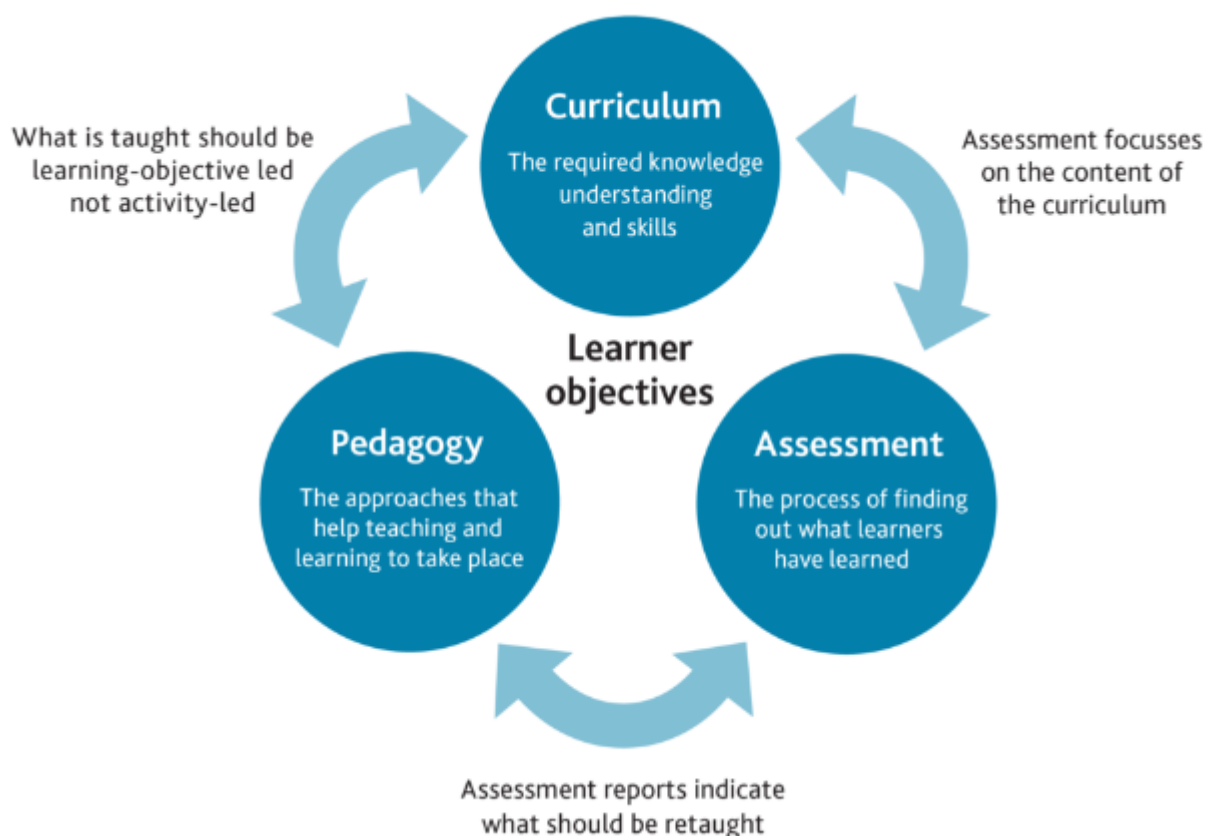
Curriculum Organisation

Our curriculum is planned to ensure clear progression, coherence and a full coverage of all aspects of the 2014 National Curriculum requirements. These can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Curriculum Planning

Clarendon Primary School's curriculum planning is based on the following guidance and documentation:

- The Early Years Foundation Stage (EYFS) Framework; Development Matters guidance; and Birth to 5 matters;
- The Primary National Curriculum 2014;
- The Surrey Agreed Syllabus for Religious Education;
- A variety of schemes selected by the school aimed at meeting the needs of our children.



The Early Years Foundation Stage

In Nursery and Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published in 2021 by the DfE. This framework specifies the requirements for learning and development in the Early Years and provide specific areas of learning to cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

We have also included the learning of computing skills within our Reception curriculum.

Clarendon Primary School fully supports the principle that young children learn best through play and by engaging in well-planned structured activities that build on the pre-school learning experiences children have had prior to joining us.

We are well aware that all children need the support of their parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well their child is progressing.

Enabling Access for All Learners

We have a range of learner's at Clarendon Primary School, including; SEN, EAL, Pupil Premium and More Able and we recognise that children are all unique individuals. Teachers set high expectations of every pupil. We believe therefore, that all pupils regardless of their particular needs should be provided with an inclusive learning environment. To cater for this, all children have ongoing access to quality first teaching, accessible learning opportunities, effective support and targeted intervention to enable them to make the best possible progress in school as well as foster in them a feeling of being a valued member of the wider school community.

Everyone has the right to succeed and we are committed to helping every child achieve their full potential as well as receive access to the learning experiences required to ensure they are able to achieve their best.

Please refer to the School's SEND Policy for further details of how assessment and SEN provision is used, delivered and organised in school.

Subject Specific Guidance

English

At Clarendon Primary School, our aim is to ensure that all pupils have access to high-quality teaching and learning experiences that develop the fundamental skills of speaking, listening, reading and writing. All pupils are exposed to engaging and challenging learning experiences that provide them with the confidence and drive to achieve their full potential. We strive to instil a love of reading and a passion for writing so that by the time our pupils move on to the next phase of their education, they can communicate their thoughts, ideas and emotions effectively.

Phonics and Early Reading

The school has adopted The FFT Success for All Phonics programme of systematic, synthetic phonics for the teaching of phonics and early reading in both EYFS and Year 1. All staff have been trained in the delivery of the programme and given opportunities to observe good practice across the school. The programme consists of daily phonics and shared reading lessons which are clearly

linked to the phoneme focus. The shared reading book is sent home with the children each week to reinforce their learning. This is further enhanced, by The Big Cat reading scheme which gives children access to a wide range of genres.

Reading

From Year 2 onwards, the children participate in daily 20-minute whole class reading lessons. During these sessions, the children are immersed in high quality and age-appropriate texts. There are carefully planned opportunities for the children to develop their reading fluency and automaticity by hearing an adult read, taking part in choral reading and reading aloud with a partner. High quality discussions are an integral part of these sessions. Teachers carefully plan for the teaching of 'lynchpin' words and use VIPER style questions to deepen pupils' understanding of the text.

Spelling

From Year 2 upwards, the children follow the Read, Write Inc. spelling scheme. RWI Spelling is a 15-minutes-a-day programme for Years 2 to 6 which uses a proven approach underpinned by phonics. Read Write Inc. Spelling ensures spelling success for children who are fluent readers.

Writing

The ability to communicate effectively in a written form is an essential life skill. English lessons at Clarendon are centred on a class text and the children are provided with regular opportunities to write creatively in response to this. Fundamental grammar and punctuation knowledge are taught discretely within a short part of the English lesson and is reinforced during teacher modelling sessions and by examining a good example. For the children to become successful writers an awareness of audience and the purpose of their writing is vital. These are discussed during lessons and where possible, opportunities to write for a real purpose and audience are planned for. At Clarendon, we follow the Nelson Handwriting scheme to ensure consistency of approach.

Speaking and Listening

Oral skills and self-confidence are developed by participating in discussions, role play and debates; by presenting learning to others in the class; taking part class assemblies to the school and parents and through participation in plays and productions.

Maths

The mathematics curriculum at Clarendon Primary School aims to ensure that pupils become fluent in the fundamentals of mathematics, developing conceptual understanding and the ability to recall knowledge rapidly and accurately, reason mathematically and solve problems by applying their understanding in different contexts. We strive to ensure that our Mathematics curriculum is meaningful and purposeful and we seek to give children opportunities to learn through practical equipment.

Using planning and resources from the White Rose Maths Hub, lessons are personalised to address the individual needs and requirements of children. By the end of Key Stage 2, we aim for children to be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. We believe that our maths curriculum will create enthusiastic, creative and articulate mathematicians. It aims to give children a secure and deep understanding through manageable steps using mistakes and misconceptions as an essential part of learning.

Science

At Clarendon Primary School, we encourage our children to be naturally curious and inquisitive about the world around them throughout their time here and beyond into their future lives. Our science curriculum has been developed to ensure full coverage of the National Curriculum and to foster a sense of wonder about the natural world; to promote a respect for the living and non-living.

We are committed to providing a stimulating, engaging and challenging learning environment which encompasses acquisition of knowledge, concepts, skills and positive attitudes.

Throughout each key stage, children are encouraged to develop and use a range of scientific skills including questioning, researching, investigating and observing for themselves. We promote and celebrate these skills and ensure that our working scientifically skills are revisited, built on, and developed throughout the children's time at school. This enables them to apply their knowledge of science when using a range of equipment, conducting investigations, building arguments and explaining concepts confidently. In addition, we want our children to have a broad vocabulary and to develop the confidence to continually raise questions and to question concepts and results. Scientific language is introduced and taught at the start of each new topic and is then built upon as topics are revisited in different year groups and across key stages.

To ensure high standards of teaching and learning in science, we implement a curriculum that is built around enquiry-based questions, progressive throughout the school and which builds upon the learning and skill development of the previous years. Wherever possible, science is linked to other curricular areas especially English, maths and geography as well as incorporating, where possible, our core school values.

Computing

Clarendon Primary School has an extensive range of ICT resources, including a purpose built ICT room with 30 computers and 2 trolleys of Chromebooks. Each class has one timetabled weekly teaching session in the ICT suite and Chromebooks are used within the classrooms to extend the use of ICT and support the wider curriculum.

The children begin to develop their computing skills in Reception when they are taught mouse control, keyboard skills and how to save and print work. Beyond this, the NCCE 'Teach Computing' scheme is used in Years 1 – 6 to ensure thorough coverage of the National Curriculum objectives, as well as clear progression between year groups. The units for key stages 1 and 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning through fun and engaging lessons that are both challenging and accessible to all. Our Computing curriculum aims to build key skills in digital literacy, information technology and online safety to help children confidently and safely use the different technologies that surround them. These skills are built on each year to ensure that knowledge is securely embedded and can be successfully developed. Regular online safety lessons, which are planned using Project Evolve, teach the children how to be safe working in a digital environment and understand the digital footprint we leave.

History and Geography

At Clarendon Primary School, we believe that Geography and History helps to provoke and provide answers to questions about the natural and human aspects of the world in both past and present day. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We hope to inspire curiosity within the children through a well taught and balanced curriculum. Much of the History and Geography curriculum taught at Clarendon is supported by well-planned and relevant enrichment activities to make the children's experiences and learning as real and as practical as possible. This is achieved through trips and visits, visitors, workshops and themed days.

Art and Design

As a school, we follow the Kapow Scheme of work and it is taught through the practical application of skills and, where possible, uses cross-curricular links. The children develop their knowledge of art and learn new techniques and skills throughout their art journey. The scheme follows a detailed progression, ensuring basic and more challenging skills are taught as they move through the school.

Design and Technology

Design and Technology lessons are taught in all year groups through at least one topic per term. Design Technology projects are either cross-curricular - linking to other subjects or stand-alone projects. We use the Design and Technology Association 'Projects on a Page' for the main basis for each of our projects.

We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Design and Technology is an inspiring, rigorous and practical subject. It can be found in many of the objects children use each day and is a part of children's immediate experiences. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team.

Children are taught to use a range of tools and to use these creatively. Children have the opportunity to understand and apply the principles of nutrition and learn how to cook. Children learn to analyse, evaluate and test their ideas and products and the work of others. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of other children.

PE

We recognise the importance PE plays in promoting healthy lifestyles and a love of sport that lasts a lifetime. Through fun and engaging lessons, our PE curriculum aims to provide every child with high quality PE and sport provision that develops the skills, motivation and appreciation required to live a healthy and physically active lifestyle. There is an inclusive approach to the teaching of PE, which endeavours to encourage not only physical development but also good mental well-being. To this end, every child is expected to be a fully active participant in twice-weekly PE lessons.

PE at Clarendon provides enjoyable and challenging (but accessible) learning experiences through the delivery of a range of sporting activities, including invasion games; net and wall games; striking and fielding games; gymnastics; dance; swimming; and outdoor and adventure activities. These are planned and delivered using the 'GetSet4PE scheme' which runs throughout the school, and aims to develop skills and concepts in relation to creativity, physical activity, health and fitness, cognitive skills and personal-social skills.

Children in Year 4 swim once a week (for 18 weeks) during the autumn and spring terms. These lessons are taught off-site and are delivered by specialist swimming coaches. Furthermore, children in Year's 5 and 6 have the opportunity to experience additional outdoor and adventure activities through a 5-day residential trip.

In addition to skills focused PE lessons, children are encouraged to participate in a varied range of extra-curricular activities. Inter-house sporting competitions are run at lunch times and children can attend a wide variety of after school sports clubs.

Music

At Clarendon Primary School we firmly believe that a high-quality, inclusive music education should engage and inspire pupils to develop a love of music and their talent as musicians as well as so increase self-confidence, creativity and sense of achievement.

The National Curriculum is taught to each year group through the Surrey Arts music scheme 'Charanga', which incorporates the new model music curriculum. Children develop and apply their knowledge and understanding through a range of musical based activities. They also develop their skills through the interrelated skills of listening, improvisation, composition, performance and evaluation. They progress by understanding and exploring how music is created, how it is produced and how it is communicated through pitch, duration, dynamics, tempo, timbre, structure and appropriate musical notation. Whole school and small group performance opportunities within

and outside school are developed through school events and local music festivals. Music is used throughout the curriculum to embed learning in all subjects.

Modern Foreign Language (French)

At Clarendon Primary School, children begin formally learning French when they enter Year 3. However, children in EYFS and Key Stage 1 are exposed to French, predominantly through songs to give them exposure to basic vocabulary.

Our approach is to make learning a new language fun! Key Stage 2 lessons are planned using the Language Angels scheme, which develops the skills of speaking, listening, reading and writing. Learning a foreign language in Key Stage 2 provides pupils with the opportunity to find out about other cultures, to recognise that people around the world communicate using different languages, whilst encouraging their curiosity of the world and promoting a desire to learn further languages. French lessons aim to develop the children's ability to understand spoken French as well as communicate orally and in writing.

PSHE, RSE and Citizenship

Children are growing up in an increasingly complex world, which often involves them living their lives seamlessly on and offline. Whilst this presents many positive and exciting opportunities for children, it also presents them with many challenges and risks. As a result, we believe it is critical that our PSHE curriculum, (alongside other curriculum subject areas and cross-curricular opportunities) teaches and helps children develop the key building blocks, knowledge and skills they need in order to develop positive healthy relationships with others, (peers and adults) positive family relationships and respectful friendships. Furthermore, we believe our curriculum also needs to teach children about how to stay safe and live active healthy lives, know how to positively manage and make informed decisions about their academic, personal and social wellbeing, and learn about the benefits of good physical health and mental wellbeing.

At Clarendon, PSHE is taught using the 'SCARF' PSHE schemes of work that have been designed to provide a progressive whole school approach to the teaching of PSHE and the delivery of the government's intentions outlined in the DfE's statutory guidance for *'Relationships Education, Relationships and Sex Education (RSE) and Health Education'* September 2021. PSHE lessons are timetabled and discretely taught each week and focus on the delivery of knowledge, skills and concepts through the following study units:

- Me and my Relationships
- Valuing Difference
- Keeping Myself Safe (on and off line)
- Rights and Responsibilities
- Being my Best (this includes keeping healthy and looking after our bodies)
- Growing and Changing

In Key Stage 2, the teaching of basic first aid also takes place and is supported by resources created by the St John's Ambulance.

Alongside discrete teaching PSHE, a wide range of cross-curricular opportunities are used to enhance, teach and provide an important context for key topic areas covered. These include teaching aspects of 'sex and drug' education within science, online safety within computing, healthy living within PE and healthy eating within design technology.

Relationships and Sex Education (RSE)

As part of our PSHE curriculum, children are taught Relationship and Sex Education (RSE) as we believe this can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain positive and healthy relationships with others.

For more detailed information about the PSHE curriculum and how it is taught and organised in the school, please refer to our separate PSHE and the Relationship and Sex Education Policies. These can be found on our school website.

RE

The Surrey Agreed Syllabus for Religious Education is used as the basis for planning. This aims to enable children to develop their knowledge and understanding of Christianity and of the other principal religions represented in Great Britain, both through their history and their contemporary diverse expressions. RE lessons aim to develop pupils' knowledge and understanding whilst encouraging them to explore, reflect and respond to religious beliefs, values and experiences. Right of withdrawal – We expect all children to take an active role in R.E. lessons; however, any parent can request permission for their child to be excused from these sessions. When this occurs, alternative arrangements are made for these children, which include the completion of other learning tasks.

Enrichment Opportunities

We believe that enrichment opportunities are an important part of our curriculum as they enable children to immerse themselves in the learning and helps to make it more meaningful and rewarding.

In addition to the enrichment opportunities listed below, there are several other whole school events which are often organised alongside these e.g. author visits, pantomime, church services.

	Autumn Term	Spring Term	Summer Term
Nursery	<ul style="list-style-type: none"> Visit from Father Christmas Theatre company 	<ul style="list-style-type: none"> Parents reading for World Book Day 	<ul style="list-style-type: none"> Little City visit
Reception		<ul style="list-style-type: none"> Library visit 	<ul style="list-style-type: none"> Little City visit
Year 1	<ul style="list-style-type: none"> History: Visit from Chertsey Museum – Toy Workshop 	<ul style="list-style-type: none"> Geography: Ashford fieldwork trip – High Street Walk 	<ul style="list-style-type: none"> Science: (Animals and Humans) – London Zoo
Year 2	<ul style="list-style-type: none"> History: London fieldwork trip to sketch historical landmarks and visit the Tower of London RE: Church visit 	<ul style="list-style-type: none"> History: Windsor Castle for royal family study 	
Year 3	<ul style="list-style-type: none"> History: Trip to Butser Ancient Farm for Stone Age to Iron Age topic Chertsey Museum Visit to school for Prehistory workshop Science: Ashford High Street (rocks and soil focus) 		<ul style="list-style-type: none"> History: Trip to Haslemere Museum for Ancient Egyptians topic
Year 4	<ul style="list-style-type: none"> History: Chertsey Museum visit to school Roman Artefacts to discover what we can learn about life in Roman Britain English: Film study Matilda to compare book and film. Cinema trip 	<ul style="list-style-type: none"> Science/ PE/ PHSE: Sayers Croft residential (3 days) History: Viking in School Day 	<ul style="list-style-type: none"> Geography: River Ash visit Science * Whole School Science trip
Year 5	<ul style="list-style-type: none"> History: Greek workshop – Chertsey Museum Geography: Volcano day 		<ul style="list-style-type: none"> History: Trip to Imperial War Museum or Brooklands Museum for WW2 topic PGL – 5 day residential to Liddington (either in Year 5 or Year 6)
Year 6	<ul style="list-style-type: none"> History: Anglo-Saxon Workshop 		<ul style="list-style-type: none"> 5 day residential to Liddington (either in Year 5 or Year 6) Leaver's events

The role of the subject leader

Each subject has a subject leader and their role is to:

- provide a strategic lead and direction for their subject area;
- review the curriculum plans for their subject, ensuring that there is a full coverage of the National Curriculum, there is appropriate progression across the school and there are purposeful and relevant learning experiences planned for each year group;
- ensure that appropriate teaching strategies are used
- review the way the subject is taught in the school, plan for improvement and develop planning links to whole-school objectives;
- monitor pupil progress across the school in their subject area;
- support and offer advice to colleagues on issues related to their subject;
- provide efficient resource management for their subject;
- liaise with the Senior Leadership Team with regards to ongoing subject developments;
- ensuring there is progression of skills and knowledge across the school;
- liaise with stakeholders e.g. governors;
- be aware of how the subject is adapted for different groups of learners e.g. disadvantage, SEN and more able;
- keep up to date with developments in their subject, at both a national and local level.

The school gives subject leaders non-contact time, when necessary, so that they can carry out the necessary duties involved with their role.

Relevant policies

This policy should be read in conjunction with the following key policies/documents:

- Assessment policy
- Learning and Teaching policy
- EYFS Policy
- SEND Policy
- Marking and Feedback Policy
- PSHE Policy
- Educational Visits Policy
- Relationship and Sex Education Policy
- Home Learning Policy
- School's whole school curriculum map, which can be found on the school's website
- Each year groups termly curriculum newsletter, which can also be found on the school's website.

Policy review

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy review timetable.

Date last reviewed: Spring Term 2023