

Viking Academy Trust



Curriculum Policy Chilton Primary School

The VIKING ACADEMY TRUST Curriculum Policy' for Chilton Primary School has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 2 2017

Reviewed annually: Term 6

Last review date: Term 6 2022

Signed:

A handwritten signature in black ink, appearing to be 'N. Roberts', written over a light-colored rectangular background.

Chair of Trust

Curriculum Policy

The Viking Academy Trust

Chilton Primary School

Schools in the Viking Academy Trust (VAT)

There are three schools in the Viking Academy Trust.

These are:

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Curriculum Policy is specific to Chilton Primary School

'One Childhood One Chance'

At Chilton, our curriculum is designed to inspire life-long learners through memorable experiences leading to fluency in a range of fundamental skills.

We inject creativity and challenge in to our curriculum so that every day offers high quality and meaningful learning. Children build essential building blocks over time based on their individual starting points. Learning uses high quality resources and thoughtful and thought provoking tasks through thematic approaches. We strive to help children think, to be curious and enquiring; overcoming barriers and challenges with courage and determination.

Essential to our curriculum is learning to be a kind and compassionate human. Children learn about connection, about each other, themselves and the broad and diverse world around them. At Chilton, we respect the individual and learn about healthy minds, bodies and relationships and how to stay safe.

Children leave Chilton ready for the next stage in their education – with a strong sense of themselves, belonging and of community.

The School will:

- Teach to the requirements of the National Curriculum
- Make provision for personal, social, health and economic education (PSHE and RSE)
- Make provision for a daily act of collective worship and teach religious education to pupils at every key stage

- Report to parents on progress within the curriculum, provide information about subjects taught and create and facilitate opportunity for dialogue related to the progress of the individual child.

Senior and Wider Leaders will ensure that:

- The Curriculum is constantly reviewed and adapted to best suit the needs of pupils at the school.
- Teaching and Learning is monitored regularly through coaching approaches, work scrutiny and analysis of progress to ensure the most efficient learning experience possible.
- There is differentiation and challenge, where appropriate, to ensure access to all pupils
- AfL is a continuous and effective part of the school's curriculum policy
- Assessment procedures meet legal requirements: pupils and parents/carers receive information on progress and ways to improve
- The governing body is fully involved in decisions related to the implementation and balance of the curriculum
- The governing body is advised on school targets related to the curriculum; progress against these targets; and how these targets compare to national statistics (where appropriate).
- Staff implement the curriculum in accordance with this policy, but also enhance the curriculum by providing relevant and memorable learning experiences
- The curriculum design and planning by teachers actively seeks methods and subject matter to teach cultural capital effectively. This includes the teaching black history.

Chilton's Local Advisory Body (LAB) will ensure that:

- It monitors progress against school and statutory targets; holding the SLT accountable through questioning where appropriate.
- End of KS2 results are published to parents and compared against national and local averages (where data is available post-Covid)
- It participates in decisions related to the breadth and balance of the curriculum
- The Chair of the LAB reports all the above to the Viking Academy Trust Board of Trustees

Chilton's Local Advisory Body will receive regular Head of School reports regarding:

- Standards reached in the core subtexts by every year group compared against national and local schools (where appropriate)
- In-year progress within the core subjects for every year group
- Standards achieved and progress made by vulnerable groups of pupils

- Evidence of the impact of implemented strategies on standards
- An overview of change and progress within each subject annually

Teaching and Learning Across the Curriculum:

Reception:

The Reception curriculum is built upon play opportunities and follows on from that of nursery settings. Teachers will explore children's interests and plan in activities around these on a daily and weekly basis. Long term planning outlines themes and activities for learning for an academic year. Play activities allow children to develop effective characteristics of learning, to interact and collaborate successfully and to develop communication, speaking and listening skills. Our team of Reception teachers and teaching assistants are skilled in supporting and designing opportunities that allow children to make excellent progress throughout their first year of school.

Phonics:

We use the highly successful Read Write Inc. Phonics programme to systematically teach our children to read, write and spell. This begins in Reception and is taught throughout Year 1. Additional phonics sessions may be used for some groups of children as intervention in Year 2. This strategy delivers consistent practice, progression and continuity in the teaching and learning of phonics and spelling right up to year 6. Our drive is to impart strategies that teach our children to spell, read and write confidently.

Assessment of phonics in Reception and Year 1 is termly providing a rigorous overview and understanding of children's attainment and next steps in their phonics knowledge and understanding.

Spelling:

The Ruth Miskin spelling program begins in Year 2, where children build on their prior phonic knowledge from Year 1. Groups are differentiated, and reviewed by senior leaders regularly, to ensure all children make progress. SPaG (spelling, punctuation and grammar) is taught for 30 minutes every day - three sessions of the Spelling program and two punctuation and grammar sessions, which are designed by class teachers to meet the needs of the children.

Reading:

We value reading as a key life skill and ensure reading is a fundamental part of what we do. We are dedicated to enabling our pupils to become lifelong readers by having a holistic approach from when the children start with us in Reception. All children at Chilton Primary School are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups.

Class texts are chosen to engage and interest children and may link to wider areas of the curriculum through the thematic curriculum. Our core texts are taken from "The Power of

Reading Project” (CLPE). These are used through guided reading lessons that then feed in to writing lessons.

In Reception and Year 1, high quality texts are used outside of Read, Write Inc. lessons to teach creative writing skills. In Years 2 - 6, the texts are used to teach the full range of comprehension and text interpretation skills.

Teachers use the following techniques in guided reading lessons:

- Reciprocal Reading
- Drama
- Using art as a means of text interpretation

In Year 2 and Key Stage Two, there is a ten lesson (two week) cycle of lessons which can be planned and sequenced appropriately for the needs of children. This cycle will include:

- 3 comprehension lessons
- 3 reciprocal reading lessons
- 2 drama lessons
- 2 poetry lessons

Additional literacy intervention is provided through carefully targeted, bespoke intervention using Ruth Miskin’s Fresh Start programme.

Children read independently through the ‘Accelerated Reader’ system which allows them a broad choice of books within their reading age range and also regularly assesses their comprehension skills through quizzes.

Writing

Literacy is the fundamental skill that enriches our daily lives in a wide variety of ways. At Chilton, we intend to provide opportunities to engage with high quality, age appropriate, texts to discover language as part of either whole class teaching or independent reading. We have a passion for language and through challenge, choice and creativity, we aspire to transfer this to our children.

Writing opportunities are carefully planned around class novels where both non-fiction and fiction is balanced across the academic year. Children’s literacy skills and speaking and listening opportunities are strengthened with planned cross-curricular links.

Children participate in discussions, presentations, performances, role play, improvisations and debates. These areas of learning develop our children into confident speakers and listeners as well as confident writers. Early writers will call on their own experiences and, as children progress through the school, they develop further by exploring a range of text types. These include extended stories, poetry, diary entries, reports, discussion and many more. As part of the writing process, children are taught to reflect on, edit and improve their writing and its presentation.

Children progress through Chilton becoming increasingly proficient at using a range of literary techniques, which they are able to apply skilfully. Children understand and apply their knowledge

of a range of text types, which engage and inform the reader. Our authors are able to independently reflect on their, and others', writing, and suggest improvements.

- In Reception and Year 1, the majority of writing is completed through systematic RWI teaching although a range of writing opportunities are offered across the curriculum and through child initiated play
- Across the school, writing happens daily in a range of forms using a variety of media.
- In Years 2-6, writing should be formally recorded 2-3 times per week
- Editing and Improving is a formally taught part of the writing process

Planning in English uses core texts alongside year group objectives. Different text types are taught whilst studying each text. Long term plans indicate coverage in each year group and these are used to develop weekly plans in light of assessment for learning.

Speaking and Listening (Oracy)

Our Oracy Curriculum and Progression Map provide a framework for teachers to deliver speaking and listening teaching and learning throughout the curriculum. The four areas of learning: Physical, Linguistic, Cognitive and Social and Emotional are taught progressively across the school making oracy an important cornerstone of our whole school curriculum.

Maths

Chilton uses the Primary Advantage framework for learning and draws upon other resources including White Rose. At Chilton, the maths curriculum provides children to constantly revisit skills taught so that they become fluent in these areas, moving on to apply them in different ways. The teaching of mathematics contextualises skills so that children can relate to how they would be used in their everyday lives. Time is given, on building on a skill, to develop their own understanding of mathematics and explore patterns and different representations of number. Maths learning is challenging but it is also differentiated carefully to ensure the correct manipulatives and tasks are appropriate to the learning level of the child. Children are positive about maths lessons and build their resilience to be able to solve complex maths problems. Collaborative, partner and independent work allow for a range of dialogues on the maths skills taught and build a team work ethos of support and a growth mind-set.

Both long and medium term plans structure mathematics objectives across the year. These are used to structure weekly plans which are adjusted in response to assessment for learning.

Chilton uses a lesson structure for Maths:

- Mental and Oral Starter
- Focus Question
- Let's Learn
- Partner Practice
- Independent Work

Chilton Thematic Curriculum:

The thematic curriculum consists of Science, History, Geography, Art, Design and Technology, and International learning.

The national curriculum has been used as a planning framework to structure objectives progressively from Year 1 to 6. Units have been designed so that objectives can be linked and learning sequenced appropriately. Teachers design a learning journey using medium term plans to ensure the curriculum offers a range of memorable learning opportunities. Relevant elements of the PSHE framework are also taught within these units and teachers actively seek out teaching and learning that explores cultural capital.

We provide exciting and engaging learning experiences that support our children to be life-long learners. We focus on a balanced combination of academic, personal and international goals that equip our learners with the knowledge, skills and understanding needed in the ever-changing world they face. At the heart of our curriculum are our school values: Kindness, Courage, Respect and Equality. These underpin the children's learning and every child is celebrated as an individual. We have designed our own unique curriculum to deliver rigorous and innovative learning through a thematic approach. Learning is meaningful and personal to the child. The children work towards clear and purposeful goals, both collaboratively and as independent learners.

Medium Term unit plans are used to inform weekly planning.

Each unit begins with "The Art Part" which provides creative opportunities for children to engage with a theme. Next, the children consider "The Big Question" which prompts children to ask their questions around the theme and allows teachers to delve in to current knowledge and understanding before planning sequences of lessons. Each subject will be then taught in blocks before moving on to the next area of learning. A unit will end with a summary activity which assesses children's learning to inform future planning. There will also be a celebration event to reflect upon all of the children's learning across the unit and theme.

PSHE, RSE and Healthy Relationships

Whilst some PSHE will be taught in relevant units within the Thematic Curriculum, the majority of PSHE is taught in stand-alone, blocked lessons.

Values Weeks and Healthy Relationship Weeks teach PSHE explicitly. The PSHE Association Programme of Study has been used to structure and sequence a curriculum, forming a long term plan. This is used by teachers to design short term planning, appropriate to the needs of the children. The curriculum and its planning is reviewed regularly as it is important to continue to teach relevant content in relation to our changing society.

The weeks of learning have over-arching themes:

- One Childhood, One Chance & The Chilton Way
- Kindness
- Healthy Relationships (anti-bullying & online safety)
- Champions of Courage
- Healthy Relationships – online safety
- British Values

- Be Here, be You, Belong
- Aspiration
- Healthy Relationships – Kindness and Equality

IT and Computing

Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

IT and Computing are taught explicitly in stand-alone lessons.

A planning framework outlines coverage and progressive learning objectives for each year group.

Religious Education

Our Religious Education is delivered in blocks to begin each term or around a significant festival or time of year (e.g. Easter, Christmas, Diwali). We teach world religions – Christianity, Judaism, Hinduism, Buddhism, Islam and Sikhism. Learning focuses on beliefs and practices but also includes key elements of personal reflection associated with each faith. Children learn about belief in our community, leaders, rites of passage and about expressions of faith. They make links with their own personal experiences and develop key skills of acceptance and tolerance. Learning on British Values and diversity is closely linked to RE learning and that associated with our own school values.

Our religious education curriculum allows children to become reflective upon beliefs and worship and to develop insight in to diversity across the world. This allows them to develop understanding and insight in to experiences that may differ or be similar to their own.

Units are sequenced in a long term plan for years 1-6.

Music

Every child in the school will take part in a music programme delivered by specialist teachers. The programme will comprise of specific musical skills including singing, listening, playing instruments, theory, history and performance. There will be formal music lessons each week based on the national curriculum programmes of study and every child as they pass through Key Stage 2 will be offered the opportunity to learn to play an instrument. There will be an opportunity to sing and take part in a range of other musical activities as part of our extended curriculum programme.

Our music curriculum provides children with a wealth of opportunities to explore a range of musical activities. They learn to read musical notation and apply their skills in a number of ways.

Modern Foreign Languages – French (KS2)

We believe that through high quality language teaching and learning, our students develop an understanding of the world around them and a love of language and culture. Due to our proximity to France, this is our language of choice. Our teaching will enable pupils to express their ideas and opinions in French and understand and respond to its speakers in both speech and writing.

Children begin to learn French from Year 3 at Chilton in order to maximise both their progress and love of language learning. As well as being taught in discrete French lessons (with a focus on practical communication), the language is woven into classroom routines, for example the register being taken in French. A comprehensive scheme of work has been developed at Chilton, which creates a learning journey, leading right up to year 6. Our classrooms aim to include French displays, which show current learning and key vocabulary.

Children leave Chilton with an understanding of France, its language and its culture. Our tailored curriculum guides children, and teachers, on their learning journey from the basics to complex conversations, preparing them for further language learning at secondary school.

Physical Education

At Chilton Primary School, we aim to inspire children to lead healthy, active lifestyles through the teaching of a broad range of activities in Physical Education and Physical Activity. In this way, we hope to engage our children in competitive sports both in and out of school hours. Our extensive curriculum challenges learners to excel in all strands of PE and provides opportunities for children to collaborate to become more self-confident. As a result, children embed the values of our school and the importance of staying fit through the enjoyment of Physical Education and Physical Activity. The curriculum structures and sequencing skills progressively for: Games, Athletics, Dance and Outdoor and Adventurous Activities.

Swimming lessons also form part of the PE curriculum for Years 1-6 for one term each academic year.

To enhance the teaching of PE and sport, we also promote the School Games values, which has a large influence during our School Games Day:

- Determination
- Honesty
- Passion
- Respect
- Self-belief
- Team Work

Well-Being

Teaching and learning on well-being is an important part of life at Chilton. We learn about and promote resilience and well-being for all our pupils and staff. Well-being is a state of being comfortable, healthy and happy. We create an environment and a whole school approach to

provide excellent mental health support, understanding and intervention. We use a range of specific approaches to teach children about well-being. We believe that the conversation around mental health and well-being is important as that around physical health. Our teaching seeks to normalise awareness and openness regarding these issues. We do this through a range of learning and strategies:

- Journals
- Reflection Time
- Worry Boxes
- Peer Massage
- Yoga
- Children's meditation
- 1k per day
- Zones of Regulation