

The Unity of Titchmarsh, Warrington and Nassington Schools Unity Curriculum Policy

Our Curriculum Intent

The Unity vision states a clear intent of the curriculum it provides through the vision statement that includes its intentions as to what pupils leaving Titchmarsh, Warrington and Nassington will have and be. The Unity is ambitious for all its pupils and encompasses an enrichment approach focusing on enabling pupils to develop the necessary aspects of cultural capital so they can become positive contributors to society, be well-prepared for the next phase of their education and lead fulfilled lives to the greatest extent in the future.

Our Curriculum Statement

Teaching enables outstanding progress by ensuring that tasks are differentiated, with challenge in place for More Able, so that pupils are challenged and respond positively, building their curiosity, confidence, resilience and perseverance. Active learning is linked to high outcomes with attainment for GDS (Greater Depth Standard) above national average across the Unity. Achievement is strong for all groups of pupils across a curriculum which is robust and inspiring for core subjects whilst immersive, engaging and innovative for all foundation subjects, supported with celebration of the successes of each individual pupil.

Through our curriculum, we aim to:

- promote high standards in reading, writing and mathematics
- allow children to develop a knowledge of themselves in time and space
- promote awareness and active expression of respect, diversity and well-being
- enable children to acquire broad knowledge and skills in all subject areas
- enable children to be confident in the use of ICT (Information Communication Technology)
- promote spiritual development
- promote physical and mental development and an awareness of the importance of a healthy lifestyle
- enable children to be aware of the importance of and participate in the arts and related cultural themes
- enable pupils to develop moral sensibility through carefully taught values
- develop the personal and social skills of each child
- provide equality of access and the opportunity for all pupils to make progress
- to ensure pupils are aware, and celebrate, cultural capital
- prepare pupils for the opportunities, responsibilities and experience of adult life;
- provide transferrable skills to support independent life-long learning.

For Titchmarsh, we also aim to ensure that our Christian values are central to all aspects of our pupils' learning so that they progress through life as compassionate and caring individuals.

Our Curriculum Implementation - Overview

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. The curriculum is taught through discrete subjects

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and linked “topic” areas within the creative curriculum. Mapping indicates the broad objectives and the links made between subjects. Units of work are planned, usually over a term’s duration known as medium term plans and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate what the pupil outcomes will be. The children are taught with their year groups. Units of work are planned using the framework of the National Curriculum. The RE scheme of work follows the Northamptonshire Agreed Syllabus (SACRE).

Our Curriculum Implementation - Planning

National Curriculum and Development Matters objectives are incorporated into our planning. An overview of the topics covered within Years Reception to 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school. There are four parts to our planning:

Our Vision Document: each school has its own vision document which details our vision for our pupils’ learning, development and success, explaining what we want our curriculum to achieve for our pupils’ success. This document drives the planning that takes place in each school each day.

Long term planning; these show an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross curricular way across school.

Medium Term Planning: these show specific objectives to be taught within each area of the curriculum and the links between them.

Weekly Planning: These break down the objectives into weekly achievable targets and activities. Pupils are part of the planning process at the medium and long term planning stages. Long term planning is flexible year on year as long as the objectives from the National Curriculum are covered. Therefore topics may change.

Our Curriculum Implementation - Roles and Responsibilities

The Executive Headteacher, Subject Leaders/Class Teachers and Governing Body have overall responsibility for the curriculum. These roles are key in ensuring that the curriculum is broad, strong and effective.

The Executive Headteacher and Subject Leaders are responsible for overseeing the delivery of the curriculum through:

- Regular formal and informal discussions with staff using assessment data and scrutiny findings to review pupil progress and plan effective interventions and ways forward to ensure continued excellent progress for all pupils;
- Monitoring planning to ensure curriculum and key skills coverage;
- Carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised;
- Observing learning and teaching to ensure progress is being made within the topics;
- Regular reviews of the curriculum through pupil discussion and open dialogue, making changes where necessary;

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- Formulating an action plan to move the schools forward;
- Speaking with the children about their learning;
- Sending out curriculum information to parents termly.

The Executive Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- the subject leaders ensure that the curriculum has progression and appropriate coverage
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Teaching staff are encouraged to enthuse the children and broaden their experiences through off-site visits, visitors into school and shared experiences of the wider school community. This works really well at the beginning of a topic but can be used anywhere.

Children's achievements are celebrated regularly in the school through displays in classrooms and the Headteacher's Office, shared areas and in assemblies where children are encouraged to share their knowledge with the rest of the school and their parents. Blogs, local media, letters home and celebratory letters also allow sharing.

Our Curriculum Implementation - Inclusion

We value the diversity of individuals within our schools. All children have equal access to the curriculum and are treated fairly regardless of race, circumstance, religion or abilities.

Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

Our Curriculum – Impact

For our curriculum to be truly effective, we need to ensure that it is rigorously monitored so that we can share the successes of quality first teaching and learning and strengthen areas that need development. All subjects have clear statements on the skills, vocabulary and content pupils must have learned by the end of each academic year and this allows us to measure pupil progress in all areas, supporting and taking action to close any gaps as appropriate.

Through our Unity Improvement Plan, we have a number of drivers to ensure that our curriculum develops, broadens and deepens so that all pupils benefit from their learning with us. We therefore have a detailed scrutiny process in place:

Monitoring and Evaluation

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The SLT (Senior Leadership Team) monitor the progression, continuity and effectiveness of the creative curriculum together with the governing body. A calendar of planned scrutiny is available with stakeholders undertaking learning walks, deep dives, work scrutiny, pupil voice and folder checks. (See Scrutiny Calendar and Subject Leader Planner).

What impact do we expect our scrutiny to deliver?

Specific impact measures are detailed in the School Improvement Plan.

Regular formal and informal discussions with staff using assessment data and scrutiny findings will ensure that **all pupils are supported in meeting their academic targets and all reasonable steps are taken to support their learning and achieve strong outcomes for them.**

Monitoring planning to ensure curriculum and key skills coverage will ensure that **all staff set appropriately challenging work that covers National Curriculum expectations, meet pupil needs and supports success for every pupil;**

Carrying out book scrutiny alongside planning and checking cross-curricular links are optimised will ensure that **stakeholders know that pupils are responding positively to the work and challenges set and are able to make links between different subject areas;**

Observing learning and teaching to check progress is being made will ensure that **stakeholders can see for themselves that quality first teaching is in place and that staff develop and share the pedagogical skills to promote outstanding progress;**

Regular reviews of the curriculum through pupil discussion and open dialogue, making changes where necessary will ensure that **our curriculum remains relevant, dynamic and exciting for all pupils;**

Formulating an action plan to move the schools forward will ensure that **the schools continue to develop, stay up to date and that pupil skills are relevant to life in the twenty-first century;**

Speaking with the children about their learning will ensure that **the pupils feel involved in the development of their own learning so that they are the main beneficiaries of all that the schools provide;**

Sending out curriculum information to parents termly will ensure that **there is transparency in what we teach and how and that parents are able to discuss their child's learning with them and with the school to ensure that learning is relevant and also takes place outside of school.**

How is the impact reported?

The intelligence gained from the scrutiny process is fed back to staff to allow them to reflect and develop their own practice and also feeds into the performance management cycle. Unity meetings will also best practice to be shared across both schools so that all staff continue to develop professionally in their time with us. Anonymised information is shared with governors who will visit school using the Vision Document, School Improvement Plan and school planning to measure the work being done and challenge and support school leaders to continue to develop the schools' offer.

Through notes of visit, findings are reported back to the Full Governing Body and resulting actions are minuted and followed. The Unity Standards Committee also reviews practice and data to ensure that the



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schools' progress is on track. Additionally, external visitors such as the Local Authority, Diocese and other Headteachers visit and conduct verification visits.

Associated Documentation:

School Vision Document

Unity Improvement Plan

Planning and Resources

Scrutiny Calendar, Scrutiny Sheets and Lesson Walk Form

Teacher Standards, National Curriculum Documents and Unity Progression Sheets

Policies:

Feedback and Response, Inclusion Policy, Pupil Premium Policy