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SHEEN MOUNT PRIMARY SCHOOL

Curriculum Policy

Introduction

At Sheen Mount, we follow the national curriculum but we determine how we plan and deliver it, alongside other important learning experiences, to give our children the very best chance to achieve their potential. Our curriculum, therefore, is broad, balanced and challenging and we are constantly developing and adapting it so that all can be successful. We have the highest expectations of our children and encourage them to be ambitious and aspirational in their learning and in the quality of the work they produce. A love of reading is promoted and children are encouraged to read widely to deepen their understanding. We provide rich learning opportunities building on the children's existing understanding and life experiences and reflecting their diversity. Consequently, we expect the children to develop the essential skills and knowledge they need to be young people who are well educated, creative and ready for every opportunity that they will encounter. Our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, with clear end points, and we think carefully about preparing children for the next stage of their education. We want Sheen Mount children to be responsible and willing to give back to society, we want them to be eager to become lifelong learners and we want them to respond positively, and with resilience, to their own experiences in life.

This aim of this policy is to articulate the principles that underpin what we do and describe the curriculum provision at Sheen Mount Primary School. The curriculum taught to the children includes the National Curriculum; a set of subjects and standards used by schools so that children learn the same things. It also includes religious education (RE) and PSHE, RSE and Health Education. The purpose of this policy is to explain the underlying principles and overview of what we teach and what the children learn. It details ways in which we use opportunities to teach knowledge, skills and understanding across the curriculum and includes links to our Curriculum Maps.

Curriculum Principles

At Sheen Mount we have worked hard to develop the principles behind our outstanding lessons:

Organising

- knowledge and 'in the moment' assessment of children informs planning
- teachers' subject knowledge is strong
- planning reflects the needs of all the children and supports and extends their learning
- resources are engaging, adapted and challenging
- classrooms are purposeful, relevant and supportive
- TAs are directed and engaged in children's learning

Engaging

- teachers are facilitators of learning
- flashback/review questions reconnect the children to their previous learning
- children are clear about what they are learning and how it fits into the learning journey
- questions are open ended, challenging and adapted to need
- there is a balance of direct teacher instruction, guided and scaffolded learning and independent practice
- oracy best practice balances teacher/child talk and encourages all children to be curious, ask questions and share ideas

Connecting

- learning journeys set the lesson in context
- learning and success criteria are clear, relevant and appropriately challenging
- opportunities are found to connect the lesson to other areas of learning and the wider world
- children enjoy their learning and take pride in their progress

Expecting

- we have high expectations of all children's behaviour for learning
- children are encouraged to be confident, respectful, independent, reflective and resilient
- mistakes are valued as learning opportunities
- behaviour strategies make sure that learning flows
- teachers and TAs model outcomes and behaviour
- progress, in books and verbally, can be clearly seen

Assessing

- links to prior learning and assessment for learning keep the lesson flowing
- skilful questioning is evident
- thinking time is given
- where appropriate, 'in the moment' marking is used in the classroom
- verbal feedback and/or marking ensures that misconceptions are addressed and next steps identified
- plenaries and guidance link back to the learning intention and forward to future learning

[Outstanding Lessons at Sheen Mount](#)

These principles allow us to:

- ✓ ensure all children learn and develop skills to the best of their ability
- ✓ support children to become happy, confident, self-motivated and organised
- ✓ promote a positive attitude to learning which will encourage them to be lifelong learners
- ✓ teach children the basic skills of English, mathematics, science and the foundation subjects
- ✓ fulfil all the requirements of the 2014 National Curriculum and deliver RE, PSHE, RSE and Health Education
- ✓ promote a healthy life style and encourage children to be active
- ✓ develop critical thinking skills and develop creativity
- ✓ help children understand Britain's cultural heritage

- ✓ enable children to demonstrate their understanding of the culturally rich and diverse world in which they live
- ✓ teach children about the developing world including changes in the environment and society over time
- ✓ teach children to be aware of their spiritual development including the understanding of their thoughts, beliefs and ideas
- ✓ help children understand the value of honesty, fairness and equality
- ✓ enable children to have respect for themselves, high self-esteem and be able to live and work cooperatively with others

The National Curriculum

At Sheen Mount, our aim is that children achieve their full potential through engaging with a broad, balanced and challenging curriculum which is taught by confident, motivated and committed staff.

This policy references the statutory 2014 National Curriculum which sets out, in programmes of study, the subject content for those subjects that should be taught. However, the school curriculum comprises **all** the learning and experiences we plan for children. Therefore, it also:

- includes a thoughtful and wide-ranging promotion of children’s spiritual, moral, social and cultural development
- promotes physical well- being that enables children to thrive and prepares them for their lives ahead
- is designed to promote a cultural literacy that enriches the children’s knowledge, equips them to be thoughtful, active and caring citizens both in and out of school and contributes to an understanding of British values

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child at Sheen Mount. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which we develop exciting and stimulating lessons to promote the development of children’s knowledge, understanding and skills as part of the wider school curriculum.

	Early Years	Key stage 1	Key stage 2
Age	4 – 5	5 – 7	7 – 11
Year groups	Reception	1 – 2	3 – 6
Core subjects	Early Years Foundation Stage Framework		
English		✓	✓
Mathematics		✓	✓
Science		✓	✓
Foundation subjects			
Art and design	✓	✓	

	Early Years	Key stage 1	Key stage 2
Computing		✓	✓
Design and technology		✓	✓
Languages			✓
Geography		✓	✓
History		✓	✓
Music		✓	✓
Physical education		✓	✓

The national curriculum for **English** aims to ensure that all children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The national curriculum for **mathematics** aims to ensure that all children:

- ▣ become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time and so develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- ▣ **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- ▣ can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

The national curriculum for **science** aims to ensure that all children:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future

The full National Curriculum is signposted on the Sheen Mount website under 'Curriculum' and includes the National Curriculum programmes of study for all core and foundation subjects. Here, too, you will find

all our curriculum maps, which outline the key half-termly themes for the entire year, and information on Phonics and Early Reading.

You'll find the link to our website here: [Sheen Mount Primary School Website](#)

Curriculum Planning and Organisation

The curriculum is separated into the core and foundation subjects and these subjects are sub-divided into programmes of study for Key Stage 1 (KS1), Lower Key Stage 2 (LKS2) and Upper key Stage 2 (UKS2). Core knowledge and skills in reading, writing and mathematics are mainly taught discretely and continuously although there are many opportunities for using them in other subjects. The programme of study for RE is not part of the National Curriculum and we follow the locally agreed syllabus from the London Borough of Richmond-upon-Thames. PSHE, RSE and Health Education is taught as part of our Living Values curriculum and the details of delivery can be found here:

[2024 Relationships Education RSE and health Education Policy](#)

Our core subject leaders for English, maths and science oversee the planning of the core subjects and develop the long and medium term plans in line with the School Development Plan (SDP). Other class teachers oversee the foundation subjects and work together in Curriculum Teams to refine, adapt and develop the curriculum. All teachers are responsible for the short term planning, on a weekly basis, and all year group teachers are released together for their planning time. Weekly plans are saved in the year group folders on the network, or Google Drive, and are adapted during the week depending on the progress that the children are making. Short term planning supports high quality teaching and learning but the extent and detail of it will vary according to the lessons, the children taught and the experience of the teacher. Ongoing assessment informs planning on a weekly basis and termly Pupil Progress Meetings, and half termly 'Book Looks', monitor the effectiveness of the curriculum planning.

Early Years Foundation Stage

The Reception children follow the statutory Early Years Foundation Stage (EYFS) Framework. This framework has four guiding principles which shape practice in the early years' settings:

- ✓ every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- ✓ children learn to be strong and independent through **positive relationships**
- ✓ children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- ✓ importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

The framework specifies the requirement for learning and development in Reception and necessitates educational programmes which must involve certain activities and experiences for the children:

- **Communication and Language:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they

have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

- **Personal, Social and Emotional Development:** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
- **Physical Development:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁹. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
- **Literacy:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
- **Mathematics:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- **Understanding the World:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.
- **Expressive Arts and Design** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Our children learn through their senses and through interaction with their environment. There is a strong focus on outdoor learning as well as structured activities, independent self-initiated play, first-hand experience and some directed teaching. Busy time is an important part of the timetable and children access their own outdoor area daily. Local visits, for example to Sheen Common and Richmond Park, enhance the curriculum. Outdoor PE is taught weekly by our PE teacher and indoor PE weekly by the class teachers. Reception children also have a weekly singing assembly with a music specialist.

Enrichment

Sheen Mount prides itself on its enrichment provision. Giving time and space, within the statutory curriculum is important for the development of children in all aspects of their learning. There is a TLR for the lead of enrichment to ensure that it happens both inside and outside of the classroom.

Enrichment includes:

- extra sporting provision such as cricket and lacrosse
- swimming lessons in all year groups
- forest school sessions
- orchestra and choirs
- performances in all year groups
- residential opportunities in three year groups
- opportunities to work with secondary schools
- immersive workshops in and outside of school

SEND

Sheen Mount Primary school is a mainstream school. We believe that:

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and

- make a successful transition into adulthood, whether into employment, further or higher education or training

Sheen Mount's approach to teaching pupils with special educational needs is that:

'Special educational provision is underpinned by high quality teaching and is compromised by anything less'
'Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO or SEN team and all other members of staff have important responsibilities. In practice the division of day-to-day responsibilities is a matter for individual schools, to be decided in the light of a school's circumstances and size, priorities and ethos.'

(Special Educational Needs [SEN] Code of Practice, 2021).

We set high expectations for every child and plan lessons to ensure that there are no barriers to any child achieving their full potential.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Sheen Mount we regularly, and carefully, review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. We work to ensure that our approach to teaching and learning is of a high quality and personalised to meet the individual needs of the majority of children.

At Sheen Mount we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also use the results of assessments, and the strategies described in Education, Health and Care Plans, to plan the curriculum appropriately.

We provide support for children whose first language is not English and recognise that the ability of multilingual children, to take part in the national curriculum may be in advance of their communication skills in English. We plan activities to help children develop their English skills and aim to provide the support children need to access the curriculum.

This policy has been written to describe our Sheen Mount curriculum; why we do what we do and what makes it right for all our children. Our curriculum really is the thread that connects everything together at Sheen Mount.

Maria O'Brien – Deputy Headteacher Spring 2025