



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 together to create a set of principles that underpin the curriculum we teach.

1. Learning makes sense when:
 - it builds on existing knowledge; ensuring that the structure and purpose is clear
 - the children are fully engaged
 - the building blocks are securely in place
 - it is contextual and purposeful
 - the curriculum is relevant and meaningfully planned
 - it prepares children for their next stage of education and, ultimately, their future

2. Connections are important because:
 - they provide clarity and aid long-term memory
 - they support the ability to effectively retrieve information and develop a secure quality of learning
 - they give meaning to learning and allow children to apply it independently
 - past knowledge and skills inform future learning.

3. Learning should be:
 - knowledge based, conceptual, practical and accessible to all
 - engaging, interlinked, meaningful, interactive and relevant
 - thought provoking, irresistible and fun
 - informed by the latest pedagogy and have a coherent structure.
4. Challenge is vital to:
 - support progression in learning and maintaining interest. Learning is successful when children independently retrieve and apply knowledge and skills
 - motivate, develop self-esteem, provide children with the opportunity to deepen learning and knowledge
 - build resilience and develop intrinsic motivation
 - learn how to cope with adversity and to be outside a comfort zone
 - support all children to meet their full potential.
5. Learning is successful when:
 - children can apply the learning to other areas
 - when children are proud of their work and it has purpose and relevance
 - when it is self-led, meaningful, memorable and relevant
 - it provides the children with tools for life
 - it has a reason.
6. Access for all means that:
 - knowledge and learning are accessible to all learners and are reflective of the diverse school community
 - quality first teaching uses a bespoke and flexible curriculum to meet the needs of all learners
 - the curriculum is inclusive and all children have the opportunity to achieve their potential
 - the curriculum has access points at every level.

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		✓	✓
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: <https://www.sheenmount.richmond.sch.uk>

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:

[Relationships Education RSE and Health Education Policy September 2020.pdf](#)

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 Development** which involves giving children opportunities to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; make comments about what they have heard and ask questions to clarify their understanding; hold conversations when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- **Personal, Social and Emotional Development** which involves helping children to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions; be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices; work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.

- **Physical Development** which involves providing opportunities for young children to negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing; hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools, including scissors, paint brushes and cutlery; begin to show accuracy and care when drawing.
- **Literacy Development** which involves encouraging children to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate – where appropriate – key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play; say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words; write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.
- **Mathematics** which involves providing children with opportunities to have a deep understanding of number to 10, including the composition of each number; 14 subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts; verbally count beyond 20, recognising the pattern of the counting system; compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- **Understanding the World** which involves guiding children to talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling; describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps; explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- **Expressive Arts and Design** which involves enabling children to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories; invent, adapt and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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. Free Flow learning 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 Sports Coach and indoor PE weekly by the class teachers or the Sports Coach. Reception children also have a weekly singing assembly with a music specialist.

Inclusion

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' (Special Educational Needs [SEN] Code of Practice, 2014). 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 children, for whom English is an additional language, 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.

Remote Education

Informed by the DfE guidance for remote education, and the good practices that we have developed since 23rd March 2020, this part of the policy sets out the rationale for our Sheen Mount remote education offer and the principles we will undertake to provide an effective and consistent remote education that can be accessed by all children.

DfE requirements for schools to provide remote education

Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local or national lockdown requiring pupils to remain at home, the DfE expects schools to be able to immediately offer them access to remote education.

Our Sheen Mount commitment is that our remote education provision will:

- be high quality and safe
- align as closely as possible with in-school provision
- engage the children in their learning
- ensure the curriculum offer remains broad and ambitious
- be integrated into school curriculum planning
- be carefully sequenced
- provide timely feedback
- be adapted where it is not possible to fully follow the in-school provision

Using Google Classroom as our single, interactive platform, we have created virtual classrooms enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations, tutorials and lessons.

Taking all of this into account, we have come up with a set of principles, for all teachers, to ensure that there is consistency and best practice across the school, whilst understanding that there are differences between the different phases within the school.

These principles will be applied when a class bubble has to isolate but the teacher and children are well.

1. A daily video message to introduce the content for the lessons ahead.
2. Some form of daily registration – an online question, morning challenge etc.
3. A minimum of 3 daily lessons provided in maths, English and a wider curriculum subject.
4. Lesson presentations, which can include a recorded commentary or video that can be accessed at any time.
5. An activity to keep children motivated and engaged e.g. 1 x per week tutorial group activity (maybe 6 children at a time)
6. A range of optional website links, videos or activities to support learning in e.g. languages, PE, design technology.
7. Regular feedback - work expected to be handed in and acknowledged and responded to.
8. The offer of a daily telephone call or virtual support, where a child has SEND and a 1:1 teaching assistant. This would be to go through the work set (if the TA is healthy and well).
9. Where possible, differentiated work to enable all children to access the learning
10. Access to the current regular assemblies.
11. A weekly overview to be shared at the start of the week.

Further support for children who are not engaging e.g. a call to the parents to see if we can help e.g. access to technology - ongoing monitoring and oversight

In Conclusion

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 April 2021

This policy was developed in consultation with pupils, staff, parents and school governors.