

Curriculum Policy Reedley Primary School



Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

(Mission Statement/Statement of intent)

Introduction

At Reedley Primary School, our curriculum is based on the 2014 National Curriculum for Key Stages 1 & 2 (alongside supporting documents from Lancashire County Council) and the Early Years Framework (2021) in Reception. Our rigorous, well planned curriculum, combined with high quality teaching, ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Our children develop a strong sense of moral purpose in addition to a respect for, and understanding of, the communities around them.

Values

We strive to develop our children's passion for learning and provide fun, meaningful and relevant learning opportunities. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Aims

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

At Reedley Primary School, we aim to offer a balanced and broad curriculum which enables all pupils to:

- grow as positive, responsible people, who can work and cooperate with others;
- nurture positive relationships and work collaboratively in an inclusive curriculum;
- build on current knowledge and skills
- develop and apply progressive knowledge, skills and attitudes to learning in order to achieve their true potential;
- reflect on their learning to know what their strengths are and which areas they need to develop;
- enjoy learning in a language rich environment that promotes a culture of communication;
- develop the confidence, desire and ability to express their views and opinions both orally and in writing;
- develop critical thinking;

- challenge themselves and engage in deeper learning;
- inspire thinking, innovating and problem solving;
- make learning more meaningful by putting it into context;
- become successful, life-long learners through a purposeful, real life curriculum.

Organisation and Planning

The curriculum in Reception is based upon the Early Years 2021 framework and is guided by the children's interests as well as linking to the 'Prime and Specific Areas of Learning in the EYFS'.

From Year 1 to 6, our curriculum is based on the National Curriculum for Key Stages 1 & 2 (2014) alongside the Lancashire County Council 'Theme' booklets for each year group.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. (For more details please refer to the separate subject policies.)

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum and LCC Theme booklets outline the expectations that form the long-term curriculum map to achieve balance and coverage over a term or half term. The more detailed medium/short term planning will focus on the teaching process and strategies used to support learning.

At Reedley, a personalised toolkit is used as part of pre-assessment activities at the start of each topic. This enables teachers to form a baseline assessment of the children's knowledge and skills in order to tailor the curriculum to enhance learning and develop their interests.

Teachers devise key questions when teaching Theme, which are integrated into lessons, throughout the theme. These cover the main aspects of the theme and assess summative learning from the different curriculum areas. They are also used to assess the children's knowledge and skills throughout, in order for teachers to plan subsequent lessons.

Knowledge Organisers are given to the pupils prior to the topics being covered for theme subjects. One copy is for the children to use at home and one copy is stuck in books, for reference. These contain key information, allowing the children to research prior to a topic and to refer to them throughout. The learning builds on and incorporates this information.

Planning formats are used consistently across school to focus learning expectations and for teachers to map the sequence of learning clearly showing adaptation according to prior knowledge, teaching assistant direction, vocabulary development and resources required.

Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Short term plans outline the individual lessons and adaptations made for individual groups and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

Assessment, Recording, Monitoring and Evaluation

Summative assessment is the responsibility of the class teacher and is in line with the assessment policy and statements on our assessment system. However, teachers will use informal assessment

(formative) for learning and observation on a daily basis to determine what children can do independently in order to plan next steps for learning.

Formative assessments (Assessment For Learning) take many different forms and can be reflected in the pupil's work through the marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

Summative assessments take place at the end of each term to highlight the children who are on track and identify those who may need further support. Attainment and progress information for each child is added onto our assessment tracker and analysed by subject leaders to identify areas for development across school.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Children's progress and attainment in each subject is assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress is reported to parents throughout the year, either in writing or at an appointment where parents are invited to discuss their child's progress and attainment.

The Roles of the Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also has access to exemplifications of the expected standards from our assessment tracker and children's work (including on the school website), which they will use to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic curriculum.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep themselves and other staff up to date with developments in their subject by relevant reading, INSET and policy development and updates;
- liaise with appropriate bodies e.g. other schools, governors, the LA etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to long term plans and ensure clear progression.

The curriculum leader has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National

Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and that there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin Reedley's curriculum development.

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage we:

- Set appropriate levels of challenge.
- Respond to pupils' diverse needs.
- Endeavour to overcome potential barriers to learning.

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think in depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for additional support. Our curriculum is inclusive and promotes a growth mind set in all our children. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, authors, poets, sporting events etc.). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community, including though links with local schools and charities.

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents either in the form of a termly attainment report or a parent consultation evening.
- School website and class pages inform parents what has been happening in the wider curriculum.
- Class pages inform parents specifically about a class within school on the day to day lessons and learning of this specific group of children. Children's achievements are celebrated on these pages.
- The school's website informs parents instantly of whole school or enhanced activities which are taking place.

Teachers are also available at the start and end of each day for any necessary communications.

Review

Written by: K. Gorrell

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Appendix 1: How to Plan and Deliver the Reedley Curriculum for Theme

STEP 1 – Research the theme
STEP 2 – Deliver pre assessment activities
STEP 3 – Devise 5 key questions
STEP 4 – Create a Knowledge Organiser
STEP 5 – Plan the theme
STEP 6 – Deliver the theme
STEP 7 - Assessment

Step 1: RESEARCH THE THEME

- Refer to the Progression and Concept Map for your year group, for each subject covered in the theme.
- Consider which concepts and vocabulary have been covered in previous topics and build on these.
- Consider aspects that may have been taught by home-learning (e.g. unavoidable closures), where there may be gaps in understanding, refer to the curriculum coverage document.

Step 2: PRE-ASSESSMENT (Cold task)

- Enables you to review prior knowledge, including misconceptions, and to glean information from the children.

BEFORE you start to plan for the theme

- Cold task to be completed two weeks before the theme topic.
- EAL learners are encouraged to ask parents to research the theme in their own language to help them gain an understanding into what is going to be covered.

HOW? Use a range of activities such as:

- Never Heard The Word Grid
- Graffiti map
- Labelling maps or pictures
- ‘Wonder’ grids (what do you wonder about this topic or this picture?)
- Specific questions about the topic for children to answer, including ones where children have to give a reasoning answer or explanation, so you can assess their understanding of concepts and their use of specific vocabulary.

This is not an exhaustive list – teachers to supplement with further ideas

Following the pre-assessment activities, teachers involve the children and ask what they would like to know about the topic and ask for their ideas. Children may generate questions related to the topic, which can be answered throughout the topic, in addition to the questions in Step 3.

Step 3: DEVISE 5 KEY QUESTIONS

- Review previous KEY QUESTIONS from previous Teaching Backwards plans and adapt if necessary.
- Ensure that the 5 key questions for your theme (end points) are based on desired outcomes and are derived from your Concept and Progression map and the National Curriculum objectives.
- These questions will form the basis of subject leader interviews and children should be able to answer the questions, drawing on vocabulary, key facts and concepts.

- Key Questions are displayed in each classroom and referred to throughout the topic. Staff encourage children to answer these questions regularly to reinforce the vocabulary. Repetition, rehearsal and recall from previous lessons ensure that information is transferred to the long term memory.

Step 4: KNOWLEDGE ORGANISERS

- Refer to previous KOs and adapt for your class, based on the findings from your cold tasks.
- To be given to all the children at least one week before you start to teach the topic.
- One copy to go home, one copy to be stuck in the child's book for reference during the topic.
- A copy of every Knowledge Organiser stored on the Teachers' drive alongside the Teaching Backwards plan.
- If children have additional gaps in knowledge, these are to be included alongside the aspects relevant for that year group.

CONTENT

- Title of theme and brief description (e.g. Seaside – now and in the past)
- Vocabulary, key facts, concepts, timeline and pictures – if relevant

Step 5: PLAN THE THEME **Work with your year group partner**

Use the 'Teaching Backwards' planning format.

Teachers may use Lancashire Planning Document as a tool but are not expected to follow this to the letter; teachers will have other creative ideas and there is too much content in the Lancashire Document to complete everything. Teachers plan content for their class that will ensure that children will be able to answer the key questions comprehensively.

A copy of the 'Teaching Backwards' stored on the Teachers' Drive alongside the Knowledge Organiser, related to the theme.

Step 6: DELIVER THE THEME

- Look for opportunities to make links to other aspects of learning (eg using history knowledge when writing an extended write, and to develop and apply skills in a variety of contexts (eg what if...?).
- Outcomes need to show progress in relation to the information gathered during PRE-ASSESSMENT phase.
- Children need to be able to reflect on their own progress within a topic, in relation to the key questions and using the correct vocabulary.
- Repeat or add further information to the pre-assessment activities to demonstrate progress. Make it clear that these have been learnt after the pre-assessment activities.
We want children to have retain knowledge (sticky knowledge).
- The theme should be fun and memorable, making use of a variety of teaching and learning techniques.
- A series of activities planned to meet differing needs of ability based on information gleaned in cold tasks which should be the basis of your planning.
- Children will carry out independent sustained pieces of writing each week, in addition to Extended Writing, to allow them to apply the knowledge and vocabulary acquired in theme.
- Look for opportunities for real-life writing, linking with visitors, taking trips and extending children's cultural experiences.

Step 7: End of Theme Assessment

- Teacher assessment judgements need to be based on the five key questions.
However, assessment needs to take into account individual needs and delve further to assess children where necessary (substitution tables etc).
- Progress is about how well children know and remember more of the school's curriculum.
- The five questions will form the basis of subject leader interviews and children should be able to answer the questions, drawing on vocabulary, key facts and concepts.
- Update the statements relevant to the theme on our assessment tracker. This is most effective when completed as you work through the theme and needs to be updated when the theme has ended.