

DJS Curriculum Policy

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This policy is to be read in conjunction with the Vision Statement, Teaching and Learning Policy and Assessment, Marking and Feedback Policy as together they establish the general ethos of the school. Please also refer to the Home/School Agreement, and our policy on Special Educational Needs and Disability.

Vision statement

Inspiring Curiosity, Building Success

We are committed to teaching and encouraging our children to:

- *Be happy, healthy, confident and resilient*
- *Have empathy, understanding and kindness for others and themselves*
- *Be able to show positive learning behaviours and develop a love of learning*
- *Be socially skilled and effective communicators*
- *Be prepared to understand, embrace and live successfully in our diverse world*

We will do this by:

- *Having high expectations in all areas of school life*
- *Developing a growth mindset for lifelong learning*
- *Offering a relevant, inspiring and broad curriculum, adapted to ensure all individuals grow*
- *Delivering high-quality, inclusive teaching every day, to all pupils*

We encourage all children to adopt the LEARNING POWERS of Resilience, Self-Improvement, Co-operation, Concentration and Curiosity, whilst modelling and teaching the values of Positivity, Respect, Inspiration, Determination and Excellence- PRIDE.

In doing so, every child will have the opportunity to flourish and thrive, creating happy memories that will last a life-time and prepare them, not only for their next stage in education but for life.

Curriculum Intentions

- Strong teaching and metacognition underpin learning process
- Secure better outcomes for all at DJS including vulnerable children
- Inspire children's curiosity so they love learning
- Develop children's own identity and interests

Curriculum Drivers (See appendix 1 for Driver Key Questions)

- Challenge for all; quality outcomes for all
- Create memorable and relevant connections
- Enquiry fuels curiosity
- Shallow to deep learning
- Personal development and making sense of their world
- Curriculum is responsive

Statement of Aims, Principles and Strategies for the Curriculum at DJS

A wide and varied curriculum is the focus at DJS as the world in which pupils are developing is ever changing and it is our duty to prepare them with the skills they will need to learn beyond their time at Denmead Junior School. Our focus relies on creating a relevant and challenging curriculum that allows for deeper learning and understanding, creating opportunities for pupils to apply a range of skills across different curriculum subjects. We aim for pupils to explore the context of their learning and adapt our teaching around their own experiences and the choices that they make. The National Curriculum has been developed with an emphasis towards the foundation subjects that are taught within schools and we aim to include maths, English and computing skills across the curriculum.

The cornerstone of the curriculum at Denmead Junior School relies on developing a passion for learning within every pupil, generating their own curiosity and developing their enthusiasm for the entire curriculum.

We focus on curriculum within the school so that pupils gain both a deeper knowledge of the world around them and the skills they will need to adapt their learning approaches as they develop into functioning members of society. Pupils should be allowed to thrive in our world as they develop their own curiosity and we have developed an adaptive curriculum that considers each individual learner's interests and abilities. Our curriculum will take account of an ever-changing world. Pupils should be taught the knowledge they require and then have the opportunity to apply that knowledge in a wide variety of ways. We inspire curiosity by structuring learning through deeper questioning from teachers, learning support staff and the pupils themselves. This approach encourages pupils to develop their metacognitive questioning within a fully planned and adaptive curriculum. We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

As well as developing the learning skills of pupils, we aim to create opportunities for pupils to thoroughly enjoy their learning with meaningful and impactful results. This approach allows us to develop memorable learning opportunities constantly throughout a pupil's time at Denmead Junior School. We assess the knowledge and skills that pupils are developing so that curriculum leaders can adapt the curriculum to meet the needs of individual learners and the school as a whole.

The process we use at Denmead Junior School relies on the communication of all those involved in the learning processes of pupils, allowing us to maintain a relevant and high quality curriculum. Subject leaders take charge of their given subject by creating a range of planning documents for teaching staff to use that allow for a consistent development of skills throughout the school. Topics are chosen in a two-year cycle that allows for pupils to gain a rich and varied outlook on the world they love in. Subjects are taught as independent lessons that enable pupils to easily identify the subjects and skills that they are learning. These separate subjects are brought together under the topics that have been chosen, allowing pupils to develop links on their own and generating impactful conversation within classrooms.

Within the classroom teachers use short, medium and long term planning, year group expectations, progression of skills documents and subject leader support to plan effective and engaging lessons for all. Learning targets and success criteria are carefully managed to allow all pupils to access the learning, with different resources used to support and challenge individual learners. Lessons are planned with the mentality of developing long life learners that are focussed on active learning, developing a pupil's discovery of the subject content. We want our children not just to 'do' but to 'be'. We want them thinking, acting and behaving like mathematicians, writers, scientists, artists and successful learners. All staff within the school set high expectations for learners in all areas of the curriculum and all subjects are regularly assessed (see the Assessment, Feedback and Marking policy for further information).

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within Denmead Junior School (DJS). The policy aims to take into account diversity and provides equality of opportunity. We offer breadth, allowing opportunities to do the same things in a range of different ways. Providing children with a wide range of different experiences. We offer depth of the curriculum, allowing children to learn well and use what they have learnt in a range of contexts.

Aims

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, critical thinking, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire the attitudes needed for lifelong learning.
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be risk takers and develop creative and critical thinking.
- To develop pupil's resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable children to be positive citizens in society.
- To enable all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.
- To deliver a curriculum that encourages respect for the environment and society.
- To ensure meaningful inclusion by providing a range of timely and targeted activities and experiences that enable all pupils, regardless of background or prior experience, to access the curriculum equitably.

Key Attitudes & Behaviours

We believe the following skills, attitudes and values are key within pupil development, and these are promoted through our curriculum:

Learning Powers:

- Resilience
- Reflection
- Co-operation
- Curiosity
- Concentration

Values of PRIDE:

- Friendship
- Understanding
- Positivity
- Respect
- Inspiration
- Determination
- Excellence

Key Skills:

- Communication
- IT Literacy
- Creativity
- Problem solving
- Metagognition
- Application

Structure

Our thematic curriculum has the following structure:

- Termly cross curricular topics.
- Each topic is usually led by a different curriculum area.
- The combination of topics planned over a year will teach the statutory programme of study for the new National Curriculum.

Curriculum Development

Planning for each topic comprises of the following documents:

- Long Term Planning; there is a whole school topic grid which shows the topics for all the groups in the school over the year.
- Progression of Skills (POS) documents will be developed for each subject which will identify the key objectives to be learnt in each unit. These will ensure key skills and built on and developed over a pupil's time at DJS. These will be reviewed regularly.
- Detailed Short Term Planning (STP) with learning objectives and suggested activities, reflective of the topic, unit, POS and the national curriculum.
- A key objective overview will be glued at the front of topic books for each topic.
- These key objectives form part of the end of year pupil report.
- Assessment for subjects is completed termly and recorded on the school's tracking documents.
- Subject Leaders are responsible for leading and managing their curriculum area in line with the principles and within structure laid out in this curriculum policy.
- Subject leaders will produce an annual action plan which includes a position statement.
- Subject leaders are to analyse termly data and use this to develop their action planning and support colleagues.

Time Allocation and integrity of subjects

Creating strong and meaningful cross-curricular links is essential in building a rich curriculum. At DJS pupils should be clear which subject they are learning in a particular lesson. Foundation subjects do not need to be taught weekly but enough time must be given to each subject to ensure the key objectives for that unit are taught and embedded. For most foundation subjects this may be for half a term. A unit of work for every foundation subject must be taught every term and pupils feel confident to talk about their learning in that subject at vertical grouping. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room/personnel bookings and happen at a regular time each week.

Marking

Every piece of work is expected to be marked each day in accordance with the Assessment, Marking and Feedback policy, with the principle that quality feedback will lead to improved progress and outcomes. Marking and feedback should be linked to the subject objective. Comments about other aspects can also be included (e.g. grammar and spelling). Please refer to the marking and feedback policy.

Assessment

Foundation subject leaders will analyse data using the school's tracking system. These assessment grids assess where pupils are for the key objectives taught in that subject for that unit.

The following coding is used:

- Novice (N) – Key objectives not achieved or with heavy adult input
- Apprentice (A) – Key objectives achieved with scaffolding

- Master (M) – Key objectives achieved mostly independently
- Expert (E) – Key objectives applied in different context
- / - not taught or not included yet (possibly absence or not participant in RE)

Key objectives are glued into the front of topic books.

At the end of each term subject leaders will have the opportunity to talk to pupils across the school about their subject (vertical grouping). Children will be expected to talk about their learning and share some of the outcomes. Subject leaders will use this time to monitor outcomes, consistency across classes in terms of time allocated and outcomes and reflect on pupil engagement. As part of this process, subject leaders will review planning, monitor books and update portfolios of work. There are pro-formas for book looks, planning scrutiny and pupil evaluations (see appendix).

Evaluating and Updating the Curriculum

DJS uses the vehicles of PPA time, SLT time, staff meetings, Subject Leader release time, HIAS support programme and INSET in order to regularly reflect upon, update and improve the existing curriculum.

Appendices

Appendix 1 – Curriculum Diver Key Questions

Appendix 2 – Vertical grouping key documents

Appendix 3 – Data analysis

Appendix 4 – Curriculum Intentions, Implementations and Impact Map

Curriculum Driver impact questions

Challenge for all & Quality outcomes for all.

Is the curriculum sufficiently challenging and appropriate for each child?

Do lessons have the appropriate challenge?

Do the books show sufficient variation?

Are high quality outcomes achieved by all children?

Is attainment high and progress strong?

Is there equity; are all pupils able to access the learning?

Shallow to deep learning

Do pupils acquire the knowledge, develop conceptual understanding and apply skills through each unit of work and topics?

Does the learning challenge deeper thinking through rich learning journeys?

Is there a secure progression through key stage 2?

Do teaching teams have secure understanding on the knowledge, concepts and skills that need to be taught?

Is each National Curriculum subject given integrity and taught well through key stage 2?

Does the curriculum facilitate for honing literacy, numeracy and IT skills?

Curriculum is responsive

Are curriculum topics related to the local context and rich resources within the local community and environment being maximised?

Are tasks adapted to reflect current affairs and technological and environmental changes?

Is the curriculum responsive to pupil interests and questions?

Personal development and making sense of their world

Do the DJS values translate into learning and do pupils develop their DJS learning skills?

Do pupils engage with local community, national and global issues?

Are there good opportunities for spiritual, moral, social and cultural development (including British Values)?

Do pupils use metacognition and feedback to learn?

Do pupils increasingly make good decisions to be healthy and safe?

Create memorable and relevant connections.

Does the learning make coherent links with prior learning within the subject and across the curriculum?

Is the learning relevant to the lives and aspirations of children?

Does learning excite to create memorable moments?

Are pupils able to connect local, national and global contexts for learning?

Enquiry fuels curiosity

Is there a balance between teacher and child generated questions?

Does the task or topic promote deeper thinking?

What choices do the pupils have at different points in the learning process?

Do pupils reflect on and evaluate their learning?

Do pupils have opportunities to: Stimulate and generate: Capture sift and sort: Create, refine and evaluate?

Appendix 2

Vertical Grouping key documents

Subject leader book moderation

Term:

Subject:

Year Group/Phase:

Class	Number of pieces of work/lessons taught	Marking quality (ticked/None/feedback)	Presentation expectations (poor/expected/high)	Pupils aware of assessment criteria (yes/no)	Other comments



Pupil's Subject Evaluation Date:

You will have the opportunity to show your work to other teachers and pupils. Please take along any books, photos or other items to help them understand fully what you have been learning. You need to be ready to talk about your learning. Complete this sheet to help. Thank you.

CLASS:	SUBJECT:	PUPILS:	DATE:
TOPIC TITLE			
HOW MANY SESSIONS WAS YOUR SUBJECT TAUGHT?			
WHAT DID YOU LEARN? Brief summary of how and what you learnt for the subject.			
DID YOU ENJOY THE SUBJECT?	Yes. Why?	No. Why not?	
WHICH OF THESE DID YOU HAVE TO HELP WITH THE SUBJECT?	Trip or visit	DID YOU HAVE SUBJECT HOME LEARNING? DID YOU ENJOY IT? WHY/WHY NOT?	
	Visitor in school		
	Residential		
	Special school day or event		
	Parents invited into school		
	Other:		
HOW WOULD YOU MAKE THIS SUBJECT BETTER FOR NEXT YEAR?			
NOTES FOR PRESENTATION			

PLEASE TURN OVER

CHALLENGE

Can you find any examples of work (written, discussions/debates, videos, activities, visits, visitors etc) where you have felt challenged?

Can you give an example of how you could make this unit of work more challenging?

CURIOSITY

Can you find any examples of work (written, discussions/debates, videos, activities, visits, visitors etc) where you been curious?

Can you give an example of how you could make this unit of work develop your curiosity?

DJS Short Term Planning Evaluation

Subject:

Term:

Year group	Planning present (y/n)	Format: School or other (details)	Key objectives (y/n)	SMSC links (y/n)	NC links (y/n)	Number of sessions planned	Clear Learning Journey (y/n)	LT and clear SC (y/n)	Comments (challenge, engagement, resources, application of knowledge, quality of learning journey etc.)
3									
4									
5									
6									

General comments:

Appendix 3 Termly data analysis

Date: _____ Subject: _____.

All Children Year 6

	Number in group	% Apprentice	% EXS and above (Master +)	% GDS (Expert)
Boys				
Girls				
Gap (boys-girls)%				

Disadvantaged vs Non Disadvantaged

Numbers	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Dis:	% Apprentice		% EXS and above (Master +)		% GDS (Expert)	
Not dis:						
Gap						

Comments

All Children Year 5

	Number in group	% Apprentice	% EXS and above (Master +)	% GDS (Expert)
Boys				
Girls				
Gap (boys-girls)%				

Disadvantaged vs Non Disadvantaged

Numbers	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Dis:	% Apprentice		% EXS and above (Master +)		% GDS (Expert)	
Not dis:						
Gap						

Comments

Subject: _____.

All Children Year 4

	Number in group	% Apprentice	% EXS and above (Master +)	% GDS (Expert)
Boys				
Girls				
Gap (boys-girls)%				

Disadvantaged vs Non Disadvantaged

Numbers	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Dis:	% Apprentice		% EXS and above (Master +)		% GDS (Expert)	
Not dis:						
Gap						

Comments

All Children Year 3

	Number in group	% Apprentice	% EXS and above (Master +)	% GDS (Expert)
Boys				
Girls				
Gap (boys-girls)%				

Disadvantaged vs Non Disadvantaged

Numbers	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Dis:	% Apprentice		% EXS and above (Master +)		% GDS (Expert)	
Not dis:						
Gap						

Comments

Subject: _____.

Summary of Strengths

(Refer to data and evidence from vertical grouping)

Summary of areas for development

(Refer to data and evidence from vertical grouping)



Curriculum Intentions and Implementation

Inspiring Curiosity, Building Success

Our Intentions	Our Vision: We are committed to teaching and encouraging our children to: <ul style="list-style-type: none"> Be happy, healthy, confident and resilient Have empathy, understanding and kindness for others and themselves Be able to show positive learning behaviours and develop a love of learning Be socially skilled and effective communicators Be prepared to understand, embrace and live successfully in our diverse world 							We will aim to do this by: <ul style="list-style-type: none"> Having high expectations in all areas of school life Developing a growth mindset for lifelong learning Offering a relevant, inspiring and broad curriculum, adapted to ensure all individuals grow Delivering high-quality, inclusive teaching every day, to all pupils 							
	GROWTH MINDSETS														
	LEARNING POWERS		To be CURIOUS			To CONCENTRATE		To be RESILIENT			To CO-OPERATE		To SELF-IMPROVE		
	LEARNING VALUES		Friendship		Understanding		Positivity		Respect		Inspiration		Determination		Excellence
	Strong teaching and metacognition underpin learning process				Secure better outcomes for all at DJS, especially disadvantaged children				Inspire children's curiosity so they love learning				Develop children's own identity and interests		
Curriculum Drivers		Challenge for all			Create memorable and relevant connections			Enquiry fuels curiosity			Shallow to deep learning		Personal development and making sense of their world		Cultural capital
Implementation & Organisation															
SLT					Curriculum Leader					Subject Leaders					
English	Maths	Science	Computing	DT	RE	Geography	Music	History	Spanish	Art	PDL	PE	Outdoor Learning		
Daily Mile		School Council		Newsround		Restorative Justice		Trips and visits		Outdoor Learning		Class/Celebration assemblies	Events	Performances/ Services	School Council, Librarians, House Captains, Lunchtime Leaders, Tour guides
Sharing Assembly		PRIDE Assembly		House points		Art of Brilliance		Teaching and Learning Policy		Behaviour Policy		Home Learning Policy	Assessment Policy	Vertical grouping for Curriculum review	
Impact of drivers		Quality outcomes for all			Children know more			Children remember more			Success in future		Children are confident and well-rounded		Responsive curriculum
Impact is systematically monitored, evaluated and reviewed by pupils, parents, leaders and governors. The review of curriculum drivers are used to refine or modify the curriculum to secure successful outcomes and high standards of all learners.															