

# **GRESHAM PRIMARY SCHOOL**

# **CURRICULUM POLICY**

**June 2024**

## Curriculum Intent

At Gresham Primary School, our intent is to ensure our pupils achieve the highest possible standard of education and enjoy a rich, broad and balanced curriculum. As our vision states, we strongly believe that *Gresham pupils succeed because everyone is happy, kind, inspired, challenged and ready for the future*. Our vision underpins and informs our curriculum at every turn, putting children and their learning at the heart of Gresham.

**Happy:** an engaging curriculum which highly values the pupils' interests, prior knowledge and aspirations, encouraging every child to love learning and enjoy coming to school.

**Kind:** a caring curriculum that emphasises the personal virtues which will enable our pupils to become well-rounded young adults and know how to develop successful relationships with others.

**Inspired:** an enriching curriculum which excites children, making them question the world around them, developing an intrinsic motivation to learn for life.

**Challenged:** an expertly designed curriculum where learning is skilfully delivered underpinned by expert knowledge, ensuring excellent progress for all.

**Ready for the Future:** a curriculum which is up-to-date and relevant, reflecting the skills, knowledge and understanding required for our pupils to succeed now and in the future, in Britain and world-wide.

We focus on providing a curriculum which raises the cultural capital of our pupils – providing valuable subject-specific knowledge, skills and understanding that will help to reduce social inequalities and allow our pupils to thrive in their future endeavours.

## Curriculum Implementation

At Gresham, we have refined and developed our school curriculum to ensure there is excellence, rigour and challenge in all we do. Learning is a thread through all aspects of Gresham life – achieved through not only various classroom-based lessons, but also through extra curricula activities and whole-school daily life.

Whilst reading is prioritised to allow pupils to access the full curriculum offer, mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum. Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery whilst having the knowledge, expertise and practical skill to design and implement the Gresham curriculum. Leaders at all levels, including governors, regularly review and quality assure subjects to ensure that they are implemented sufficiently well. Leaders ensure that ongoing professional development and training is available for staff to ensure that curriculum requirements can be met to the highest standard. Leaders constantly look for opportunities for expertise to develop across the school. Curriculum resources are selected carefully to serve Gresham's curricular intentions. The way the curriculum is planned meets pupils' learning needs and curriculum delivery is equitable for all groups and appropriate. Leaders ensure that interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum.

The curriculum has excellent depth and coverage of knowledge, skills and understanding. Subject leaders have designed maps of curriculum progression for every subject and every year group which offer excellent coverage. Knowledge organisers are utilised in some foundation subjects to reinforce the essential learning expected.

## **Classroom Based Learning**

- We offer a full and balanced curriculum at Gresham with all the following subjects being expertly delivered: Maths; English; Science; Computing; History; Geography; Physical Education; Art and Design; Design and Technology; Personal, Social, Health Education; Religious Education; Modern Foreign Language (KS2); and Sex and Relationships Education. Gresham Primary School recognises that each subject has its own rules and internal logic and is taught according to these. As such, we have a subject focused curriculum, mapped out carefully so that children revisit key concepts (also referred to as a spiralling curriculum) helping learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. Gresham Primary School also identifies where good quality cross curricular links can be made whilst maintaining the distinctive nature of subjects.

Subject leaders have designed curriculum maps which ensure breadth, balance and progress within and across year groups. Teachers expertly implement these, using the national curriculum objectives alongside other curricula and schemes of work to further inform planning and teaching. To this end, not only do pupils at Gresham cover the full National Curriculum, but thrive through additional learning opportunities carefully selected from other resources and schemes of work. We provide a well-planned and thoughtful curriculum, whilst giving teachers the freedom to be creative and carefully tailor lessons to the needs of their particular class.

## **Extra Curricula**

Learning at Gresham reaches far beyond the classroom walls. Teachers provide at least one class trip per term, linked to learning in class. Gresham highly values the positive impact sport and music has on pupils' personal, social and health development and as such offers various opportunities allowing pupils of all abilities to enjoy sporting and musical success. Additional special events, assemblies, visitors, links with the community, workshops and days out help us to enrich an enjoyable curriculum. We offer a vast number and variety of clubs, run by both Gresham staff and outside agencies. We make links with our local community in various ways and have well established relationships with local high schools providing expert advice and curriculum-enhancing opportunities. The below includes some examples of extra curricula events and opportunities that have been on offer at Gresham.

### TRIP EXAMPLES

- Evacuation Night
- Science Night/Kip on a Ship
- PGL
- The Arc Centre
- Brooklands Museum
- Stone Age Day
- Festival Hall
- British Wildlife Centre
- Wisley Gardens
- Greenwich Maritime Museum
- Dulwich Picture Gallery
- Brooklands Museum
- Science day (in school)
- Science Museum
- Royal Philharmonic Orchestra
- String Quartet
- Chiddingstone
- Chessington or water sports day
- National Army Museum
- Evacuation evening
- Hornimans Museum

### CLUBS

- Chess club
- Bells club
- Science club
- Book club
- Eco-club
- Computing club
- Art club
- Colouring club
- Various sports club: (girls football, boys football, netball, cross country, boys cricket, girls cricket, rounders, athletics, basketball, Taekwondo, dance, gymnastics, tennis)
- Origami club
- KS1 choir
- KS2 choir
- Drumming
- Recorders
- Piano Lessons
- Sound Start
- Violin Lessons
- Country dancing

### SPECIAL EVENTS

- Reverse school trips
- Road safety days
- Anti-idling event
- Art week
- World Book Day
- Valentine Book Day
- Black history month
- Multicultural week
- Art week
- Bedtime stories event
- Various choir events
- Christmas card project
- Comic relief
- Sports relief
- Allergy awareness
- NSPCC visits
- Hear me Speak
- Loud and Proud
- Dress up days
- Golf tournaments
- Orienteering
- Gifted and talented subject focused days
- Drama and art workshops

### ASSEMBLIES

- Christmas Carol service (inc. Spanish carol)
- 'Ready for the Future' career assemblies
- Harvest Festival
- Easter assembly
- House Points assembly
- Assemblies run by the children
- Remembrance assembly
- Subject focused assemblies
- Christian based (local Church)
- World religion celebrations
- Multicultural celebrations
- Special 'world/national' day celebrations
- Wellbeing and safeguarding assemblies

### OPPORTUNITIES FOR RESPONSIBILITY

- Library monitors
- Prefects
- Office monitors
- Assembly monitors
- Music assembly monitors
- School council
- Wet play buddies
- Road safety officers
- Wellbeing champions
- Bistro buddies

### OTHER (including PPG and SEN)

- Play therapy
- Draw and Talk
- Lego club
- ELSA
- Mindfulness strategies
- SEN Panathlon challenge days
- Whitgift Primary Partner Schools Activity
- Trinity Primary Partner Schools Activity

## **Whole School Approach**

Every moment at Gresham Primary School is an opportunity for learning and development. A strong and focused whole school approach ensures pupils are not only developing their academic, sporting and creative skills, but are becoming well-rounded, happy, kind and responsible citizens. Our Gresham Learning Toolkit fosters the development of ten key learning skills which we embed through all aspects of school life and learning: collaboration, communication, creativity, empathy, independence, perseverance questioning, reflectiveness, resilience and risk taking.

As part of our Social, Moral, Spiritual and Cultural development, children learn about British values as defined by Ofsted: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Not only this, but children explore their own values, beliefs and opinions whilst respecting the views of others. Workshops and visitors are carefully selected to enhance the SMSC learning at Gresham.

## **Diversity and Inclusion**

A school's curriculum should reflect the world children live in. We know that children need to learn about all aspects of diversity and feel empowered to discuss what makes all of us unique, valued and respected in terms of culture, race, ethnicity, gender, education, disability, identity, nationality, religion, sexuality, neurodiversity, social background, and beliefs. The content of the curriculum is therefore carefully planned to ensure representation is diverse and inclusive, not only in the planned units, but also in the literature that is selected, the examples used and the discussions that are held.

## **Impact**

The impact of Gresham's curriculum is measured in various ways depending on the subject, age of the pupils and purpose of analysis. End of unit tests are utilised in some subjects alongside teacher assessment. Please see the Gresham Assessment Policy for further information on formative and summative assessment. Please see the Feedback Policy for detail on everyday feedback and assessment.

Subject leaders are responsible for tracking the impact of their subject which is overseen by the senior leadership team. When monitoring the impact of the curriculum, leaders assess whether learners are developing detailed knowledge, skills and understanding across the whole curriculum. Summative data on subject is collected and used to inform planning for pupils and curriculum development.

Assessment is designed thoughtfully to shape and inform future learning. We strongly believe that assessment should have a meaningful purpose and as such is not excessive or onerous, allowing teachers to focus their time on teaching well-planned and carefully resourced lessons. We use various methods to ensure assessments are reliable and leaders ensure that systems to check reliability of assessments in subjects are fully understood by staff. Leaders ensure there is no mismatch between the planned and the delivered curriculum by visiting classes, looking in books and talking to pupils. The curriculum is successfully implemented to ensure pupils' progression in knowledge and so that pupils successfully 'learn the curriculum'. Crucially, leaders ensure that the curriculum is having the intended impact on *all* learners - that the curriculum provides parity for all groups of pupils e.g. those from disadvantaged backgrounds or pupils with special needs.

Leaders utilise pupil voice when establishing whether our curriculum is having the desired effect, establishing whether our curriculum is indeed supporting the school in achieving the aims within its vision.

### Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) sets the learning and development requirements for children from birth to five years old. We follow the Early Years Principles and every child will have a profile at the end of the Reception Class year. In the Early Years Foundation Stage, we teach a themed curriculum with one topic every six weeks which are guided by the interests and needs of the children. The EYFS Profile summarises and describes children's attainment at the end of the Early Years Foundation Stage. It is based on ongoing observation and assessment in both the prime and specific areas of learning, and the three characteristics of effective learning, set out in the table below:

<b>The Prime Areas of Learning</b>	<b>Specific Areas of Learning</b>	<b>The Characteristics of Effective Learning</b>
Communication and Language	Literacy	Playing and Exploring
Physical Development	Mathematics	Active Learning
Personal, Social and Emotional Development	Understanding the World	Creating and Thinking Critically
	Expressive Art and Design	

### Subjects

#### **English**

At Gresham Primary School, we aim to develop the processes of Spoken English, Reading and Writing. Pupils will be given daily opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

We also aim to provide the children with opportunities to work through the essential elements and skills of English which are as follows: demonstrating confident written and verbal communication, being competent spellers, developing a consistent and legible handwriting style, displaying sound reading and comprehension skills across a wide range of texts and becoming able writers in many genres

Please see separate English Policy for further information.

## Mathematics

At Gresham we aim to inspire children to realise and reach their academic potential, alongside learning to enjoy the rigour and creativity needed to become enthused and successful, life-long mathematicians. Mathematics is a subject containing many opportunities for pupils to make links to prior learning. Pupils need to be able to move fluently between these different links and representations of mathematical ideas. The programmes of study are, by necessity, organised into distinct areas, but pupils make rich connections across mathematical ideas to develop fluency (the ability to recall fundamental mathematical concepts and skills rapidly and accurately), mathematical reasoning (being able to explain an answer) and competence in solving increasingly sophisticated problems (applying mathematics to a variety of problems, including breaking down problems into a series of simpler steps and persevering in seeking different solutions).

Please see separate Mathematics and Calculation Policies for further information.

## Science

At Gresham the primary aim of our Science studies is to ignite curiosity in our children; we want them to question why things happen and the way things work. Through the teaching of Science, we aim to develop the processes of scientific enquiry, in order to stimulate pupils' curiosity in the world around them and encourage critical and creative thinking. We aim to provide the children with opportunities to develop their skills within the disciplines of biology, chemistry and physics, by working through the essential elements and concepts of science which are:

- Life processes and living things – including human health and nutrition; plant nutrition; classification of animal and plants; the habitats of animal and plants.
- Seasonal changes.
- Materials and their properties – including how materials can be used; how they can change (burning, freezing, boiling); and how they can be mixed and separated.
- Physical processes – including electric circuits; forces; how light and sound travel; and astronomy.
- Working scientifically - the areas of scientific knowledge are taught in tandem with the skills of scientific enquiry. Research suggests that good scientific enquiry should build on children's existing knowledge, interests and ideas, link to everyday contexts and encourage discussion. Children are encouraged to identify questions that can be addressed scientifically, plan and carry out experiments, evaluate data and recognise the limitations of their own and others' results.

## Computing

Through the teaching of computing, we aim to ensure children fully understand the concept of e-safety and how they can keep safe on computer systems at school and home. E-safety is referenced regularly and is intertwined into all computing work that takes place at school. Additionally, computer lessons have a focus on topics such as coding, presenting work in a variety of ways using different programs, and how to search effectively when using a search engine to get the most valuable information available. Computing is also used throughout a variety of subjects where children have the ability to use computers or school iPads to conduct research on a chosen topic. Our main aim is for children to leave primary school with the tools and knowledge they need to use computer systems effectively and safely as technology continues to develop and expand over the coming years.

## RE

There is no national curriculum for RE. Instead, each school follow their borough's Agreed Syllabus; Croydon's syllabus was written in 2013 and revised in 2024.

The principal aim of teaching RE at Gresham is to enable pupils to understand and reflect upon the religious and spiritual beliefs, practices, insights and experiences of people all over the world.

We do this by planning opportunities for our pupils to explore and express their own responses and personal beliefs. Children will learn about a specific religion and what can be learnt from that religion as well as human experience. There are four areas of study through which pupils will be working: Authority and Worship, Sacred and Inspirational writings, Lifestyle and Celebrations and Challenge units.

Each year group has 'One Big Question' which they will try to answer throughout the year through a different focus each term.

RE contributes significantly to other curriculum areas involving Citizenship, Spiritual, Moral, Social and Cultural development and can support investigations and enquiry about belief.

## **PSHE**

At Gresham we believe that teaching a PSHE education is important as it gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.

Our aim at Gresham is to teach PSHE well so all pupils can achieve their potential and leave school equipped with skills they will need throughout later life.

Pupils in each class collaborate to create a floor book capturing their journey through the PSHE curriculum.

## **Relationship and Sex Education (RSE)**

Sex and relationship education is taught in line with the Relationships and Sex Education policy agreed by Governors. Gresham Primary School understands that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships education. Please see separate policy for further details.



## **Physical Education**

Physical education develops the children's knowledge, skills and understanding of fundamental skills as well as different sports so that they can perform with increasing competence and confidence in a range of physical activities. Gresham aims to do this by making physical education lessons appropriate, challenging and enjoyable for all pupils. Through the teaching of Physical Education at Gresham, the range of extra-curricular clubs that we offer and the festivals and competitions that we enter, we aim to develop the children's processes of collaboration and teamwork, co-ordination, balance, agility, fitness, game skills and general wellbeing. We aim to provide our children with the passion and knowledge to make informed choices about physical activity throughout their lives and to promote positive attitudes towards fitness and health. We provide children with exposure to a variety of different sporting disciplines, including swimming, dance, gymnastics and a wide range of competitive sports such as racket and invasion games. We intend to provide all children with opportunities to take part in competitive sports and games, inside and out of school, by taking part in festivals and competitions and inspiring them to find sports that they are passionate about.

## **Art and Design**

At Gresham Art and Design is an ongoing process to develop specific skills, knowledge and understanding that enables the children to work in a variety of media, style and form. Art at Gresham fires the children's imagination and allows them to express themselves in a visual or tactile form. It is taught as a practical subject and provides opportunities for reflection helping the children to make informed, critical responses to their own work and that of others. Children at Gresham have an art sketchbook that becomes a cumulative record of their work; this is then passed on to the next teacher at the end of each year. Art work is celebrated and displayed around the school to create a bright, rich and stimulating environment for the children to be in. Art and Design at Gresham aims to achieve the following:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft-makers and designers, and understand the historical and cultural development of their art forms

## **Design and Technology**

Through the teaching of Design and Technology we aim to develop the processes of creative thinking; problem solving; questioning and research; purposeful designing; fine motor skills through focused practical skills and evaluative reflection. We also aim to provide the children with opportunities to work through the essential elements and concepts of Design and Technology which are to research; design and make; learn focused practical skills and carry out product analysis (pupils investigate, disassemble and evaluate existing products). This will enable children to become independent, creative and innovative problem solvers, as individuals and members of a team. Additionally, children must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. Pupils will have an opportunity to combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. Children will learn to reflect on present and past technologies, evaluating their effectiveness. Through design and technology, all pupils can become critical, informed users of products, enabling them to aspire to become innovators in their own right.

## **Geography**

Geography provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people, stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geography at Gresham provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom.

Through our teaching of Geography, we aim to provide the children with opportunities to work through the essential elements and concepts of Geography are built upon throughout their time at Gresham which are:

- to develop their location knowledge, including cities, countries, continents and oceans;
- to learn graphic skills, including how to use, draw and interpret maps;
- to increase the children's knowledge of other cultures, and in so doing, teach a respect and understanding of what it means to be an informed citizen in a multi-cultural country;
- to use fieldwork and geographical skills to learn about the local area;
- to encourage children to know and understand environmental problems on a local, regional and global scale;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.

## **History**

Through the teaching of History, we aim to develop the children's knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. We also teach children to investigate these past events and encourage them to ask questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand how events in the past have influenced our lives today. We also aim to provide the children with opportunities to work through the essential elements and concepts of History which are:

- to know about significant events in British history and to appreciate how things have changed over time to develop a sense of chronology;
- to have some knowledge and understanding of historical development in the wider world and to develop an appreciation of the contributions made by all societies and cultures to world development;
- to help children understand society and their place within it, so that they develop a sense of cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

## **Primary Languages (Spanish)**

At Gresham Primary School, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of Spanish in KS2 provides an

appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

In addition, we aim to develop the processes of understanding different cultures, people and the world around us, promoting international links and concentrating on communicating verbally and non-verbally in a foreign language and realising opportunities for work and travel abroad. We also aim to provide the children with opportunities to work through the essential elements and concepts of Primary Modern Languages which are oracy, Literacy, knowledge about language and cultural understanding.

### **Music**

Experiences of music should be as many and varied as possible. Teaching at Gresham ensures that listening and applying knowledge and understanding are developed through the interrelated skills of performing, composing, listening and appraising. At Gresham, we aim to foster children's enjoyment and understanding of music, regularly provide opportunities for all children to take part in making music together and to provide opportunities for children to sing together, using music of their own and other nationalities. We also aim to encourage children's listening skills and provide experience of many different styles of music, to give the children the chance to play various instruments together and to access instrumental lessons throughout the year groups.

## Roles and Responsibilities

### **The governing board is responsible for:**

- approving and monitoring the content of this policy;
- liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment;
- assist the school with the creation and implementation of the curriculum;
- ensuring the curriculum is inclusive and accessible to all.

### **The headteacher is responsible for:**

- devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT;
- communicating the agreed curriculum to the governing board on an annual basis.
- ensuring the curriculum is inclusive and accessible to all;
- assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable;
- ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible;
- receiving reports on the progress and attainment of pupils and reporting these results to the governing board;
- making any necessary adjustments to the curriculum where required.
- keeping up-to-date with any relevant statutory updates and taking action where required;
- creating and maintaining an up-to-date curriculum intent statement;
- ensuring the curriculum is created in accordance with this policy;
- updating and maintaining this policy.

### **Teachers are responsible for:**

- implementing this policy consistently throughout their practices;
- ensuring lesson plans are reflective of the school's curriculum;
- implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content;
- creating short-term plans for the curriculum;
- creating weekly lesson plans;
- collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all;
- working closely with the SENCO and TAs to ensure those in need receive additional support in lessons;
- ensuring academically more able pupils are given additional, more challenging work to celebrate their talents;
- ensuring children in receipt of pupil premium funding have particular consideration in lessons to ensure they reach their full potential;
- celebrating all pupils' academic achievements;
- reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved;
- monitoring the progress of all pupils and reporting on this to the headteacher;
- working to close the attainment gap between academically more and less able pupils.

### **Subject leaders are responsible for:**

- providing strategic leadership and direction to their team;
- supporting and offering advice to colleagues on issues relating to the subject or curriculum area;
- monitoring pupil progress within the department and reporting on this to the headteacher;
- providing efficient resource management for their department;
- ensuring the curriculum is inclusive and accessible to all;
- ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

**The SENCO is responsible for:**

- collaborating with the headteacher and teachers to ensure the curriculum is accessible to all;
- ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need;
- liaising with external agencies where necessary to ensure pupils who require additional support receive it.

**Review date:** June 2024

**Next review:** June 2026

**Confirmation that the policy for the Curriculum, in respect of Gresham Primary School, has been discussed, approved and ratified by the Governing Body:**

Signed by:

Chair of Governors: .....Date:.....

Headteacher: ..... Date: ..... Approved at the  
Governing Body Meeting on: