



Glebe Junior School

Wider Curriculum Policy

Date	Approved by	Minute Number
3 February 2020	Full Governors	FGB02/09/20

Glebe Junior School
(Intent, Implementation and Impact)

Introduction - Teaching What Will Matter to Our Children

At Glebe Junior School, we view the design of the curriculum as an evolving and fluid process, which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which school exists, the statutory curriculum (National Curriculum) and educational research that is evaluated and relevant to our school. We have designed a curriculum, which teaches what matters to our children. We, staff and students, are trying to foster life-long learning behaviours at Glebe Junior School through: grow, learn, enjoy, believe and encourage.

Bolsover district is ranked as the 26th worst performer against youth social mobility indicators (State of the Nation 2017: Social Mobility in Great Britain). The report goes on to state that older industrial towns with a mining or manufacturing legacy, such as South Normanton, can suffer from lower educational aspirations. Accordingly, disadvantaged young people in post-industrial areas are half as likely to achieve two or more A-levels (or equivalent) by 19 and almost half as likely to go to university compared with those in more socially and ethnically diverse urban areas. Strong teaching of English and Maths at Glebe Junior School is therefore essential to give our children the best start in life.

1. The Curriculum Intent

The intent of our school curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement. School has identified key intentions that drive our curriculum. Glebe Junior School curriculum intentions are:

Intention 1: To build a curriculum which develops learning and results in the acquisition of knowledge.

To design a curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum so that children can reach and exceed their potential.

Intention 2: To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.

To design a curriculum which develops the key values: grow, learn, enjoy, believe and encourage so that children know how they learn.

Intention 3: To build a curriculum which ensures children know right from wrong, celebrate diversity and are 'Life Ready'

To design a curriculum which results in children developing crucial life-skills, and positive moral traits so that understand their role within the community and wider world. To understand what it means to be a British Citizen or, someone from another country who lives in Britain. To be aware of the rule of law, tolerance and being mutually respectful whilst understanding what it means to live in a democracy and to have individual liberty.

2. Curriculum Implementation

Our three school intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the three curriculum intentions in the following way:

Intention 1: To build a curriculum which develops learning and results in the acquisition of knowledge.

<i>Curriculum Implementation</i>	<i>Reason / Research</i>
<p><i>National Curriculum Programmes of Study</i> <i>All subjects within the National Curriculum are planned for and covered in full within the KS2 school curriculum.</i> <i>Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.</i></p>	<p><i>School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age related knowledge and skills</i></p>
<p><i>Language</i> <i>The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum.</i></p>	<p><i>Education Endowment Fund research indicates that all pupils benefit from oral language interventions, and some studies show slightly</i></p>

<p>The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas.</p>	<p>larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). School baseline upon entry data indicates that a significant number of children enter KS2 with speaking and listening skills that are below chronological expectations.</p>
<p>Phonics</p> <p>The systematic teaching of phonics has a high priority throughout Year 3 and into Year 4. Phonics is taught daily to all children in Years 3 and 4 who have a reading age below their chronological age.</p> <p>Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a small group format because it enables staff to focus on each child to a greater degree.</p> <p>Intervention is planned for those children who are working below expected levels. Read Write Inc. (RMI) is used as the spine for delivery of the phonics sessions. This is visual, aural and kinaesthetic thus increasing the likelihood of rapid progress.</p> <p>Reading</p> <p>All children from Year 3 complete the Star reading test to ensure they read appropriately challenging books.</p> <p>Guided Reading - all children take part in Guided Reading using small sections of text from a range of books. These run x 4 sessions per week, are planned by</p>	<p>Education Endowment Fund research indicates that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and</p>

<p>all teachers to teach a range of techniques and enable children to comprehend the meaning of what they read.</p> <p>Reading Areas-All classrooms have class-reading areas with topic themed books and author books.</p> <p>Library - All children visit the school library and can choose two books to read at home for pleasure.</p> <p>Novel study- each year group reads at least one novel as part of reading and writing units. Children have copies of the texts to follow themselves.</p>	<p>texts that provide an effective, but not overwhelming, challenge.</p>
<p>Writing</p> <p>We plan English units that will appeal to our pupils for maximum engagement. Opportunities for children to apply their writing are planned and links to the wider curriculum are made when doing this. Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by the teacher and also through self and peer assessment. We moderate our writing with other schools. Children are taught handwriting. Good presentation is celebrated.</p>	<p>Education Endowment Fund research indicates that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p>
<p>Maths</p> <p>Whilst retaining the Abacus Scheme of work, Glebe commenced its Maths mastery curriculum's journey, primarily in year 3, in 2018. White Rose, NCETM resources, NRich activities are used to supplement the scheme and enable longer periods of study on chosen topics. In addition, they provide fluency, variation and mathematical thinking to enable Maths topics to be explored deeper. A focus on misconceptions helps to reinforce the key points of learning. Furthermore, children are encouraged to explain why Maths problems are correct or incorrect.</p>	<p>Maths Mastery aim is to develop a culture of deep understanding, confidence and real progress for all children.</p> <p>Education Endowment Fund research indicates that Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others. Glebe agree that improving the attainment of</p>

<p>Throughout all year groups, a focus on problem solving supported by arithmetic fluency and comprehensive knowledge of times tables and number bonds are adopted.</p> <p>A comprehensive Maths calculation policy, which promotes the 3 strands of Maths - visual, concrete and abstract, is shared with parents- the intention to gain family support in using the methods adopted in school and reduce confusion in learning methods.</p> <p>Class Maths is taught in year 3-5 and there is an expectation for all children to access the curriculum, support being specifically targeted to enable children to achieve. In year 6, children are taught in sets relating to their own ability.</p>	<p>children in Mathematics should be a core aim of our school. In school, daily fluency in arithmetic and times tables has strengthened children's ability and accuracy in their calculations.</p>
<p>Science</p> <p>Links are made to other topics when appropriate, however we recognise that not all science units 'fit' within a topic and so these units are taught discretely. Science units of work will not be tenuously linked because learning will lack depth and understanding.</p> <p>Language development has a salient role in science learning. All science units focus upon key vocabulary to be used during knowledge acquisition.</p>	<p>Education Endowment Fund research indicates strong evidence of a link between economic disadvantage and attainment in science. Strategies to boost disadvantaged pupils' reading comprehension could have a positive impact on their achievement in science too. School: children evidence a positive approach and engagement towards science units of work.</p>
<p>Foundation Subjects</p> <p>Subjects are taught over a term or half-term, enabling children to be immersed within the given topic. Immersion weeks are planned for each term in each year group to engross children in their learning.</p>	<p>Ofsted state that a broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices</p>

<p>On occasions, children may well be asked to research aspects of the theme independently. This allows the children to have ownership over their curriculum and lead their own learning.</p> <p>English, Maths and ICT skills are taught during discrete lessons but revisited in the curriculum so children can apply and embed the skills they have learnt in a purposeful context.</p> <p>Discrete subjects - Not all subjects naturally 'fit' within a theme and so these subjects are taught discretely. Subjects will not be tenuously linked as this means that learning lacks the depth of understanding we want to provide our children.</p>	<p>and opportunities. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.</p>
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Intention 2: To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.

Curriculum Implementation	Reason / Research
<p>At Glebe we teach the importance of the "Glebe Way"-grow, learn, enjoy, believe and encourage. These values are woven into all lessons and are displayed around school.</p> <p>We foster positive learning behaviours through Kagan cooperative learning structures. School endeavours to develop these structures alongside the formal curriculum through providing challenging learning, which enables children to take risks to deepen their understanding and build their skills as self-regulating learners.</p> <p>Outdoor Learning and Forest School-Outdoor learning is a valued part of learning within school because it provides opportunity to develop children's curiosity of learning. Appropriate age related opportunities are planned for children to apply their curriculum knowledge outside the classroom. School recognises that to have impact outdoor learning must have a clear focus and link directly to the statutory curriculum.</p> <p>Forest School - Throughout the school year all children will access Forest school and have the opportunity to apply learning and further develop their internalisation of the Glebe values.</p>	<p>Education Endowment Fund literature review on non-cognitive skills suggested that character-related approaches can be most effective for improving attainment when they are specifically linked to learning.</p>

Intention 3: To build a curriculum which ensures children know right from wrong, celebrate diversity and are 'Life Ready'

Curriculum Implementation	Reason / Research
<p>The planned school curriculum includes three components: the statutory knowledge of the national curriculum; how this is to be delivered and also how school can nurture an understanding of morality and the wider world. We want all of our children to understand what it means to be a British Citizen or, someone from another country who lives in Britain. We ensure the intention to build 'Life Ready' pupils is achieved by:</p>	<p>Education Endowment Fund research indicates that growing evidence suggests that a schools use of a set of attitudes, skills and behaviors - such as self-control, confidence, social skills, motivation, and resilience -to underpin the delivery of the curriculum are important to children's later outcomes.</p>
<p>Wellbeing Week- children take part in activities to develop their understanding of their own mental health and wellbeing.</p>	<p>Parental and staff surveys indicate that wellbeing is a concern and needs to be taught explicitly.</p>
<p>Assemblies - Weekly whole school and class assemblies led by the Headteacher, Deputy Headteacher, Assistant Heads and RE lead which explore children's understanding of British Values by applying them to real life issues. Religious festivals are linked in a meaningful way to these assemblies. These are known as 'Thought of the week'.</p>	
<p>Curriculum Links - Spiritual, Moral, Social and Cultural links are made to all elements of the planned curriculum and these are exemplified for children during their learning in the form of success criteria against which they can assess themselves.</p>	

<p>Community - The curriculum is planned to enable children to work with local community groups such as visiting the local residential home, working with local charities, collecting and raising money for charities and food banks, working with other schools and further afield. We aim to increase our learner's engagement with activities that benefit other members of the community and beyond.</p>	
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Impact

What do we hope will be the impact of our curriculum and how do we measure it?

Intention	Intended Impact	How will it be measured?
<p>Intention 1: To build a curriculum which develops learning and results in the acquisition of knowledge.</p>	<p>Children will make at least good progress from their last point of statutory assessment and from their starting point in Year 3.</p>	<p>Progress from a child's Year 3 starting point and from the last point of statutory assessment. Attainment at each point of statutory assessment.</p>
<p>Intention 2 To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.</p>	<p>Children have positive attitudes towards their learning, which continues as they move to secondary school and adulthood. Children know how they learn best and use this knowledge in their day-to-day work. Children demonstrate resilience in their learning and do not give up when they find something difficult.</p>	<p>The learning behaviour displayed by children in the classroom and in the wider school environment. The care children demonstrate to their learning through the presentation of their work. The completion and return of homework including Open Ended homework. Attendance at school - children are rarely absent.</p>

	Children have high aspirations of themselves and as a result of this set themselves challenging next steps.	
Intention 3 To build a curriculum which ensures children know right from wrong, celebrate diversity and are 'Life Ready'	Children demonstrate a positive attitude towards all aspects of school life. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond. Children are resilient to the beliefs of others and make the correct choices independently based on their understanding of right and wrong.	Throughout school, positive attitudes prevail towards all children and staff. There are few incidents of disrespectful behaviour and when there is a disagreement this is resolved through respectful discussion. School pupils are ambassadors whenever they learn outside of the school environment. School pupils rarely become involved in problems outside of the school day. Children stand up for what is right and positively speak out against inequalities such as racism and sexism.

Monitoring

The Leadership team and the Local Governing Body are responsible for monitoring the impact of the school curriculum, both in terms of social outcomes and academic progress

The curriculum lead is responsible for the day-to-day organisation of the curriculum. The subject leaders monitor the impact of the part of the curriculum for which they are responsible. They monitor curriculum planning for their subject, ensuring that all classes are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged in order to apply and deepen their learning.

Subject leaders inspire learning in their subject and monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have

responsibility for monitoring the way in which resources are used. Curriculum monitoring completed by subject leaders is forwarded to the headteacher along with strengths and actions for further development.

This policy is monitored by the governing body and will be reviewed annually, or before if necessary. The policy was last reviewed in December 2019 and will next be reviewed in December 2020.