

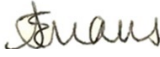


# Coddington

— C of E —

Primary and Nursery  
School

## CURRICULUM POLICY

<b>Review Date</b>	October 2022
<b>Next review due</b>	October 2024
<b>Reviewed By</b>	SLT 11.10.22
<b>Approved by Chair of Governors</b>	

At Coddington C of E Primary and Nursery School we believe in developing the whole child. Through our teaching we aim to equip children with knowledge, skills, and attitude necessary to attain high levels of achievement and for all children to be able to make ambitious choices about their lives.

Everything we do is underpinned by our school values of Care, Community and Courage

*"Encourage one another and build each other up" (1 Thessalonians)*

### Policy Purpose

This policy promotes best practice and establishes the intent and implementation of the school curriculum. It aims to ensure that all children are provided with a progressive and purposeful curriculum of both breadth and depth. What we teach, must inspire, spark creativity and curiosity and allow children to be challenged.

This policy closely links to the National Curriculum and the Early Learning Goals and provides detail on how they look in practice.

### Aim and Values

Coddington C of E Primary School and Nursery aims to provide children the opportunity to develop to their full potential; academically, emotionally, socially, and spiritually.

We work towards these aims by:

- Providing the highest standard of teaching, embedded in high expectations, to enable all children to acquire and retain knowledge, skills, and concepts.
- Providing a wide range of inspiring, engaging and challenging learning experiences within all that we do; through the curriculum design, the use of Big Questions, through the school environment, enrichment activities and the interactions between all members of the school community.
- Promoting a culture of responsibility, mutual respect, ambition and kindness, where effort is valued and celebrated.
- Working in partnership with families and the wider community.

We believe that we teach through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens only in a classroom.

## Curriculum Intent

Our intention is to provide a progressive and thematic knowledge-rich curriculum that empowers children to grow in independence and confidence. The curriculum is both broad and balanced and allows all to achieve.

Coddington C of E Primary School and Nursery curriculum provides children with opportunities to ask probing questions, think critically and to challenge themselves by questioning perspective and judgement. Each termly topic has a Big Question that provokes analysis and justification, and a real outcome that allows the children to apply their new knowledge creatively.

Curriculum planning strategies are utilised that allow pupils to remember more and think deeply at a conceptual level, leading to greater progress. Adaptations are undertaken by offering opportunities for deeper thinking to pupils who grasp concepts rapidly and scaffolding and timely interventions to ensure all children make good progress.

We want children to become life-long learners and adults who can prosper in their chosen path. We appreciate this takes more than just knowledge. Throughout our curriculum we also value and encourage non-cognitive abilities such as motivation, communication, and self-efficacy. Above all children must have a sense of enjoyment and curiosity.

Our Christian and Rainbow Values will underpin all that we do.

## Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach in KS1 and KS2. [The national curriculum: Key stage 1 and 2 - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

For the Early Years Foundation Stage (EYFS), Coddington C of E Primary School follows the Non-statutory curriculum guidance for the EYFS [Development Matters - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

## Curriculum Design

The curriculum is designed and delivered in a thematic approach with three distinct parts: Discover, Explore and Create. This allows for a depth while still maintaining cross-curricular links that complement learning.

**Discover Term:** This term is based on History and children submerge themselves into research and exploring times and events from the past. All children consider the topics from different perspectives allowing them to develop not only a love for History but also an appreciation of what lessons can be learnt from the past.

**Explore Term:** This term is based upon Geography which allows children the opportunity to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the World, as well as their place in it. An awareness of climate change and the impact of water on people is interwoven throughout the term.

**Create Term:** This term is based upon the Art and Music. We believe that art has a valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. Children will develop critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists.

English, Maths, RE, Science, PSHE and PE are taught every week of the year.

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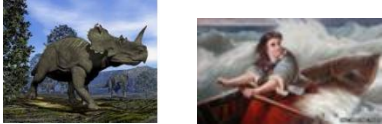
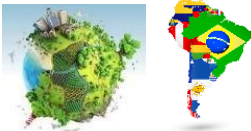



Question,  
Outcomes and  
Enrichment

topic is launched  
'Big Question' and  
with a real  
outcome. Some  
examples of these  
below.

## Focus Days

Throughout the year we hold a series of wider curriculum focus days, these are typically based on a specific area of interest to our school and community. Some examples include:

<b>DISCOVER</b> History (Year 1 Example)	<b>EXPLORE</b> Geography (Year 5 Example)	<b>CREATE</b> Art (Year 6 Example)
<b>Key Question:</b> Are all (super) heroes alive today?	<b>Key Question:</b> Do we always appreciate the world we live in?	<b>Key Question:</b> Should we always express our views?
<b>Topic</b> 1: Superheroes – from the past and now. 2 - Dinosaurs	<b>Topic</b> 1: Field work 2: South America/Climate change	<b>Topic</b> 1: Graffiti 2: Sea Shanty /Use of music to express thought
<b>Outcome:</b> Multi-class debate where children have to justify their ideas.	<b>Outcome:</b> Write a letter to our local MP to express opinion using evidence from the local environment.	<b>Outcome:</b> A meeting with governors to discuss if graffiti should be allowed within school
		
<b>Enrichment</b> Visit from the RLNI to compare Grace Darlings adventures to modern day coast guard.	<b>Enrichment</b> Residential trip to complete field work in the countryside and analyse the impact of climate change.	<b>Enrichment</b> Graffiti day lead by a local artist

- 'Coddington Remembers' in respect of World War 1 and 2 and as part of our Discover History term
- 'Global Community Music Celebration' where children participate in African then Indian drumming lessons. Newark Town Brass Band also lead a whole school collective worship

The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

## Implementation Overview

The curriculum implementation is planned taking into consideration the following principles:

1. Knowledge is learnt sequentially

All subjects have detailed progression documents that define key points of knowledge that are expected to be learnt in that year, these are called 'Know that' statements and stem from EYFS to Year 6. These have been created by our curriculum leaders, taking into consideration the National Curriculum, our community, values and curriculum design. These are the starting point for all long-term and medium-term planning.

2. Nothing is learnt until it is in the long-term memory

The curriculum is delivered in three blocks allowing children to spend more time focusing in depth on less subjects. This reduces the overloading of a child's working memory when teaching new information, as the subject can be taught more frequently and therefore the opportunities to recall, form connections and embed are allowed. These activities then strengthen the memory

3. Pedagogical strategies

All curriculum subjects have an implementation plan providing detail on the pedagogical approaches and strategies to teaching the subject, along with details such as timetabling, environment, links to specific vocabulary and other relevant details to ensure a consistent approach to teaching across the school.

4. Teachers as Subject Leadership

All subjects have a subject leader within school. This teacher is the champion of their subject, ensuring that lessons are taught inline with the progression documents and implementation plans. The subject leader also ensure resourcing and enrichment activities are all quality.

Subject leaders, alongside Senior Leaders, monitor and evaluate the coverage and implementation plans to ensure the intended impact is being achieved.