



Our Vision “ Where a love of Learning Grows ”

“And above all these put on love, which binds everything together in perfect harmony.” Colossians 3:14

We, at Upton Snodsbury C.E. First School aim to develop our school community to their fullest potential in a Christian, caring, inclusive and secure environment. Everyone is nurtured as a individual child of God and encouraged to instil a love of learning that will always grow inside them.

Intent of our curriculum: What is the body of knowledge and skills which form the extent of the curriculum?

The curriculum drives all aspects of the school forward aiming for all children to thrive and find meaning and fulfilment in their school life. As a church school our Christian school values are – Respect, Forgiveness, Trust, Friendship, and Responsibility and Thankfulness. And along with our vision these are interweaved in everything that we do.

As a school we believe that the delivery of an interesting, creative curriculum is a clear focus on delivering excellent teaching and learning which ensures children engage in a range of learning experiences which are challenging, real life and meaningful.

We undertake a thematic, cross-curricular approach to learning which combines the National Curriculum subjects into immersive and lifelong learning experiences. This enriches the education experiences of all children in our school to ensure that they become lifelong learners.

Our curriculum is designed around a central theme, with History, Geography or Science being the key drivers to develop our thematic approach. We make meaningful cross –curricular links so that our children develop transferable skills. It enables the children to develop a well-rounded cultural capital, personal skills through our school Christian values, as well as building resilience and provides opportunities to become creative and critical thinkers.

English and Maths Knowledge & skills		Subject specific knowledge and wider curriculum skills		Personal skills		Values
Content: National Curriculum		Content: National Curriculum		Content: Building Learning Powers, Growth Mindset, Mental Health and Wellbeing		Content: British values/SMSC
Reading-reading activities to promote love of reading	Number and place value-Addition and subtraction. Multiplication and Division	Religious Education	Design Technology	Leadership – Pupil Parliament	Resilience - Mental Health and Well Being	Our School values are: Friendship Respect Trust Thankfulness Forgiveness Responsibility
Writing – promoting a purpose for writing	Real life use & application Purposeful maths problem solving	History	Music	Perseverance	Team work	
GPS/Phonics through Little Wandle No Nonsense spellings	Measurement	Geography	Physical Education	Independence and self-reliance	Aspiration and Pride	
Handwriting	Fractions and decimals	Art and Design	MFL(French KS2)	Learning style	Commitment	
Speaking	Geometry	Science	Forest School (EYFS and KSI)	Listening	Questioning	The five British Values are: Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs
Listening	Statistics	PSHE				
Extra-Curricular Provision		Clubs, activities, trips, visitors, residential visits, educational trips, other forms of enrichment, sharing sessions for parents/ carers take place regularly, school camp out, bed time stories at school.				



2 Implementation of our curriculum - How will our curriculum be designed, organised and delivered?

Subject Expertise	Thematic learning	National Curriculum coverage	Skills and knowledge
<p>Music &amp; PE – through outside coaches &amp; teachers. Whole class and private music lessons are provided through Severn Arts Music Hub and Rocksteady</p> <p>Use of specialist equipment/coaches.</p>	<p>Subjects are planned around the key questions for the topic. Subjects which cannot be linked easily are then taught alone. Focus on non-core subjects as being the thematic focus: History/Geography/Art/DT etc. Wider curriculum opportunities are highlighted throughout topics. Retention of knowledge through a knowledge-rich curriculum</p> <p>Pupil voice is regularly collected on views around teaching and learning and our curriculum.</p>	<p>EYFS framework and development matters document. National Curriculum RE Worcestershire syllabus for RE</p> <p>Understanding Christianity for RE</p> <p>White Rose Maths as a resource along with NCTEM and Mastering Number</p> <p>Little Wandle is our chosen phonics scheme</p> <p>All subject leaders monitor coverage of knowledge, learning &amp; skills throughout the year to ensure children are working towards and achieving their end points.</p>	<p>Curriculum plans based on two year rolling programme which is adapted accordingly. Half termly overviews, using progression of skills documents from subject leaders to identify knowledge and skills to be taught through the theme in specific national curriculum subject areas.</p> <p>Planning for English and Mathematics to be completed accordingly following a sequence of lessons.</p> <p>Statutory assessments for core subjects as well as half termly assessment weeks for reading, maths and writing)</p> <p>Topic (History, Geography, Art, D&amp;T, Music) cumulative quizzing</p> <p>Pre and post assessments for RE and PSHE.</p>

- What does the timetable look like? – Timetables are flexible to ensure relevant teaching & learning following assessment for learning.
- Project days/ theme weeks are also planned in throughout the academic year eg. Safer Internet Day, Mental Health Week, World Book Week, Prayer day, Science Week, Music days throughout the year.
- Two whole school projects: two year rolling programme:
  - 2023–London (History and Geography) Water (History, Geography and Science)
  - 2024–Local area – (Geography and Art)

3 How will we ensure curriculum and skills progression?

Functional age-appropriate skills in English and Maths	Progression of non-core subject skills	Personal skills developed by role models & expectations	Values – taught & developed through wider curriculum
<p>Staff know children’s starting points as previous year or key stage. They know where the children need to reach at the end of the year. All have high expectations. In house moderation/standardisation &amp; working within phases to moderate and gain understanding of the curriculum coverage. Links with cluster schools for moderation &amp; standardisation sessions.</p>	<p>RE –Understanding Christianity resource.</p> <p>AFL through marking &amp; feedback.</p> <p>Non-core subjects assessed through teacher assessment and use of quizzing through Knowledge Organisers.</p> <p>Subject leaders monitor through action plans, book looks and pupil and staff voice.</p>	<p>Our Christian values are embedded within the school.</p> <p>High expectations throughout the school for children’s academic and learning behaviours.</p> <p>EYFS characteristics of effective learning.</p> <p>High behaviour expectations, following our behaviour and relationship policy</p> <p>Health and Wellbeing includes mindfulness, music, breathing techniques, talking about feelings culture in our school.</p>	<p>Our planning shows opportunities for SMSC, Christian values &amp; British values. These permeate the whole curriculum across the school.</p> <p>Links to Health &amp; Wellbeing – being healthy in our bodies &amp; our minds.</p>

Reinforcement and consolidation through exploration and retrieval of key facts, skills, and knowledge. Learning is embedded and can be transferred to other areas through a knowledge-rich curriculum.



4 How do we ensure that the curriculum meets the needs of all groups of pupils within the school?			
Higher, Middle, and Lower Attainers	Disadvantaged Pupils	SEND and vulnerable groups (eg. EAL, Traveller pupils)	Boys/ Girls; New arrivals & Pupils who need to catch-up
<p>Whole school provision maps</p> <p>Stretch/challenge expectation, enrichment, for more able pupils.</p> <p>Pre and post teaching intervention opportunities.</p> <p>Opportunities for Greater Depth through use &amp; application of key skills in learning.</p> <p>Planning learning opportunities which include scaffolding and challenge to enable appropriate access to the lesson objectives and success criteria's.</p>	<p>Tailor made flexible curriculum for children with specific needs including SEMH.</p> <p>Enrichment provision for more able and disadvantaged</p> <p>Pupil Progress meetings</p>	<p>Staff monitor and track all pupils within class.</p> <p>Assessment for learning is in place across the school and caters for all learners within lessons.</p> <p>Thematic approach to writing grabs the reluctant writers through giving them a purpose and audience.</p> <p>Homework supports the broad curriculum opportunities through project based tasks giving all pupils opportunities to show case learning styles.</p> <p>Assessment of those new to school starts immediately – this enables appropriate level work to be given.</p> <p>All staff use time effectively within the day to pre/post teach according to outcomes and ongoing assessment.</p> <p>Class teachers &amp; teaching assistants carry out interventions in class within and additional to lessons.</p>	

5 How do we monitor and know the quality of teaching and learning within the curriculum?			
Teacher subject knowledge	Subject specialists:	Differentiation, match of work	Resources
<p>Subject Leads have a monitoring cycle to adhere to..</p> <p>Learning walks</p> <p>Book Looks</p> <p>Teaching and Learning lead has extra time out for the development of curriculum.</p> <p>Subject leads have at least half a day every half term for regular monitoring of their subjects across school through book looks, learning walks, pupil and staff voice.</p> <p>Governors also carry out regular monitoring of their area in the SDP through; strategic meetings which question and challenge staff and provide an opportunity for professional dialogue.</p>	<p>Severn Arts Music hub for FAME and peripatetic 1:1 music lessons</p> <p>Rocksteady for group music lessons</p> <p>Sport coaches</p>	<p>Questioning (Blooms Taxonomy)</p> <p>pace of learning</p> <p>Quality of pupils work &amp; progress</p> <p>Pride in displays of work</p> <p>Work is matched at the pupil's need rather than year group specific.</p> <p>Shared success criteria's</p> <p>Individual targets are set in English and Maths in the children's books</p>	<p>Resources meet the needs of learners.</p> <p>Additional resources are provided for support and challenge</p> <p>Pupils access resources independently in well organised and tidy learning environments</p> <p>Teaching assistants are deployed effectively to observe, support, extend and lead teaching of individuals, class and groups</p>



6 How do we assess the impact of the curriculum on our pupils?			
Outcomes: English and Maths	'Next year readiness'	Pupil attitudes to work	Pupils live out our values
Statutory tests at the end of each Key Stage INSIGHT assessment tracker Pupil voice Book looks External review by LA school improvement advisor Moderation and standardisation in house and across the cluster and beyond	Transition meetings between class teachers Transition meetings between class teachers and SENDco Pupil Progress meetings Regular meetings with subject leads and head teacher In school moderation meetings Cluster and beyond moderations Communication with middle school/feeder school for transition into UKS2	Pupil voice Pupil Parliament Building Learning Powers	Our school Christian values are embedded across the school. Pupil who show our school values, achieve a 'valued for values' stamps. Once children have received 25 stamps they are invited to a tea party.  British Values and our Learning powers are also evident in their actions, attitudes and relationships with all in our school community.  Following our Christian Values and behaviour policy is also recognised as we praise in public and reproach in public

7 Who is responsible for the curriculum, its review and evaluation, and its impact?			
Headteacher and Teaching and Learning lead	Subject Leaders	Class Teachers	Governors:
Design and organisation of the curriculum – meeting statutory requirements, whilst being both visionary & inspirational, yet measured. Non-Negotiables for curriculum style, coverage and expectations. Monitoring of teaching and learning by subject leaders and head teacher Regular monitoring, evaluation and training on a half termly schedule followed by subject leaders.	Planning – Long-term overviews with skills and knowledge end points which are shared with subject leads and parents and website Whole school subject progression of skills and knowledge in medium term overviews. Resources, accountability for monitoring of standards Review, evaluation & action planning for improvement. Subject leader action plans linked to School Development Plan	Subject knowledge, planning, organisation and delivery. Pace of learning; resources Pupil outcomes and achievement (acquisition of skills/knowledge across curriculum)	Joint monitoring with head teacher and subject leaders Quality assurance Governor monitoring visits linked to SDP & groups of pupils Pupils: Pupil voice Pupil Parliament Worship Council Reception buddies

How are parents/carers involved in the curriculum?
<ul style="list-style-type: none"> <li>Stay &amp; share sessions to learn alongside their child – phonics, reading, maths, topic.</li> <li>Information sessions eg. ELG, phonics screening, SATs, online safety</li> <li>Mental Health and Wellbeing sessions</li> <li>SEND workshops</li> <li>Questionnaire feedback on the quality of the curriculum, homework, strengths &amp; areas for development of the school</li> </ul>