



CHURCHFIELDS
JUNIOR SCHOOL

Curriculum Policy

January 2021

Approved by GB: January 2021

Next review due: January 2024

Curriculum Intentions

The school's curriculum is the body of knowledge pupils learn while at Churchfields Junior School. It is best explained through the answers to three questions:

1. **Intent:** What should children know by the time they leave Churchfields?
2. **Implementation:** How do we teach our curriculum?
3. **Impact:** How do we know how well pupils have learnt the curriculum?

Curriculum Purpose (Reason)

Our carefully planned and deliberately designed curriculum is rigorous, robust and places knowledge at its core. Through acquiring this knowledge base, children are able to build key skills allowing links to be made both across and within subjects. Our curriculum is coherently sequenced with the 'end point' always the goal, meaning staff work backwards to ensure children learn the necessary knowledge, skills and attitudes to achieve mastery across the curriculum as each lesson builds on the knowledge that has come before (spiral curriculum). Reading and vocabulary acquisition are central to the curriculum, underpinning the learning in all subjects.

The curriculum at Churchfields Junior School is ever evolving and founded upon well-evidenced research especially with regards to cognitive science, focusing on how children learn, retain information and knowledge with a particular emphasis on the working and long term memory.

Intent (Aims)

- We want to see all our pupils thrive as successful learners socially and academically through high quality teaching and an enriched, knowledge led curriculum.
- We aim to develop independent, thinking children who are ambitious, emotionally equipped and confident enough to make good life choices.
- We encourage our pupils to relate well to one another with confidence, care, openness and respect.
- We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to critically think, problem solve and undertake learning at a deeper level.
- We want all pupils to develop Cultural Capital to have the knowledge, behaviours and skills to face the future with confidence.
- We want all pupils to be able to read at an age-appropriate level.

Curriculum Drivers (Founding Principles)

Our aim is to provide excellent teaching and learning in all subjects of the national curriculum. Further to this, as a school we have identified three areas which are founding principles of our excellent curriculum and meet the needs of our community.



Democracy



The Arts



Environment

Democracy

We provide a curriculum that ensures pupils acquire a broad knowledge and respect of public institutions and services in England. We also encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. There have been several high profile cases of extremism and radicalisation in Redbridge over the past decade. We want pupils from Churchfields Junior School to learn how to make their voice heard so that they can promote change through non-violent means. Furthermore, we teach pupils to think critically about the sources of information they are provided with and about how people have been easily persuaded by propaganda in the past. Pupils are all actively involved in weekly Pupil Leadership Groups and are represented by a School Council.

The Arts

Many of the families whose children attend Churchfields Junior School are hardworking and aspirational. Many prioritise English and maths to the detriment of the arts, while others do not have the access or the knowledge of the culture, and cultural capital they need to succeed in life. We provide art lessons taught by a professional artist. Music lessons are taught by professional music teachers and every child learns an instrument that could be played in an orchestra. Children visit galleries, theatres, concert halls and work with a range of artists.

The Environment

There are many reasons for why the environment is a curriculum driver. The major global threats to the environment affect everybody but particularly children who will face the consequences of environmental damage. Locally, rates of air pollution are high and many pupils live in flats with a lack of access to green spaces. The school is situated in an urban environment – close to the North Circular road and the M11, and the borough of Redbridge has a high level of car ownership compared to most London boroughs, with limited infrastructure to support walking and cycling. Pupils learn about the threats to the environment and solutions through science units on environmental science, assemblies, and Pupil Leadership Groups that promote changes to the environment and active travel to encourage a healthier and sustainable future.

Learning Values – inspiring excellence

Our learning values were created to draw attention to key behaviours needed for children to become excellent learners. These are best taught, recognised and encouraged by members of staff and parents.

Independent

- Using self-help before asking a teacher for help.
- Looking up words in a dictionary for spellings.
- Completing a difficult task.
- Doing your homework without any help or reminders.
- Always having a reading book, PE kit and musical instrument.
- Learning how to tie shoe laces and your own tie.
- Using initiative by moving onto Challenge or answering next step without needing prompts.

Appreciative

- Saying please, well done, congratulations and thank you to other children or adults.
- Doing something nice for someone for no reason at all.
- Opening doors for others.
- Sharing things with others.
- Paying compliments.
- Appreciating kindness and actions of those around you.
- Organising and running events for charity.

Communicator

- Sharing your own ideas and thoughts.
- Telling the truth in difficult situations.
- Be able to explain what you work and achievements you are proud of.
- Sharing hobbies and accomplishments.
- Helping others by sharing your knowledge and skills.
- Fully participating in all activities.
- Telling a member of staff if you see something unkind happening.

Determined

- Not giving up when challenges occur.
- Always pushing yourself – try challenges in class.
- Share your out-of-school achievements and what you are determined in.
- Find out how to improve your own work.
- Trying different strategies when things go wrong or not to plan.

Curious

- Attentively listen and look at other people when they speak
- Accepting of others' opinions and differences
- Building upon another person's ideas
- Asking different kinds of questions
- Articulate own ideas with evidence and justify point of view
- Thinking critically about other people's views

Collaborative

- Helping others
- Running lunch time clubs
- Keeping your classroom tidy
- Taking part in litter collections
- Being on time for lessons and events
- Looking after the schools' and other people's properties
- Being an active participant in lessons during partner talk

Resilient

- Being determined not to give up even when things are hard
- Being honest, even when it is hard to do so
- Trying different strategies when things go wrong or not to plan
- Bouncing back when facing a problem or difficulty
- Show empathy and understanding towards others
- Being positive and finding solutions to problems

Cognitive skills

As well-described in the Ofsted Inspection Handbook: "Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills."

We aim for pupils to learn to apply their knowledge and value the following cognitive skills:

Evaluating	Processing
Analysing	Problem-solving
Reasoning	Creative thinking
Applying	Making connections
Critical thinking	

Teaching Implementation

Our provision is informed by educational research into effective teaching practices and cognitive science on how knowledge and understanding happens. Our approach is explicit in our Teaching and Learning policy.

- Teachers have deep knowledge of the subjects they teach and develop in pupils well-connected networks of ideas (schema).
- We aim for pupils to be able to connecting new knowledge with existing knowledge so they have fluency and can unconsciously apply their knowledge as skills.
- Teachers must assess learning and provide timely feedback, reshape learning and adapt teaching as needed.
- Pupil groupings are flexible, changed regularly and not driven by perceived "ability" or prior attainment.
- The classroom climate and culture is calm with the expectations that all pupils can excel.

- All pupils are involved in the lesson. Teachers ask lots of questions by cold calling, think/pair/share.
- We aim to develop strong partnerships with parents and carers that influence good attitudes to learning at home and school.
- We advocate direct instruction, I do / We do / You do, guided practice – modelling and exposition.
- We seek to pitch lesson high in the belief there is “Room at the top”.
- We use spaced repetition to combat the forgetting curve.
- We use masterclasses (guided groups) to extend guided practice.
- We use continuous formative assessment to improve not prove.
- At the start of each lesson, we recap prior learning – often through quizzes.
- We value pupils knowing more and remembering more.

Organisation

Our full school curriculum comprises an entire planned educational experience.

Curriculum Principles

- Balanced, each subject has sufficient time to contribute effectively to learning
- Provide high quality texts in subjects beyond English
- Prioritise the teaching of reading first and foremost
- Reward and motivate reading through the Reading Express and reading tracker
- Provide opportunities to revise using Knowledge Organisers
- Ensure appropriate sequencing of concepts and progression of knowledge
- Aim to close the vocabulary gap by teaching new words

Wider Curriculum

- Every child learns a musical instrument
- Every child takes part in a pupil leadership group
- Educational visits including residential opportunities
- Pupil led lunch time clubs
- Assemblies and performances
- Welcome visitors to the school who we can learn from
- Value opportunities for learning outside the classroom
- Charity events led by pupils
- Promote Spiritual, Moral, Social and Cultural development
- Every child enjoys the thrill of competitive sport
- Every child participates in co-curricular activities
- Every child visits sites of historic, spiritual and cultural importance

Core subjects: English, Maths, Science

Discrete subjects taught weekly: History, Geography, Religious Education, PHSCE, Computing,

Discrete subjects taught by specialist staff: French, Outdoor P.E, Gym, Dance, Music, Art, Design and Technology

Impact

Our curriculum has an ambition for high achievement for all pupils irrespective of background or starting point.

This achievement is represented in three key areas:

IMPACT 1: Exceptionally High Standards and Progress

- Pupils consistently attain and make progress far higher than national expectations.
- They are given opportunities to achieve at higher standards.
- Assessment shows that knowledge acquired through education and experience and the skills (the know how to apply the known) are well sequenced, progressive, coherent and embedded throughout the curriculum.

IMPACT 2: Inspiring Excellence

- Pupils are confident and successful learners, demonstrating our learning values, cognitive, physical, social and emotional skills.
- The curriculum framework is designed to give disadvantaged pupils access to the knowledge they need in order to succeed as well as their peers.
- Exceptional provision and outcomes for SEND pupils.

IMPACT 3: Personal Development

- Pupils demonstrate 'The Churchfields Way' - behavior that reflects the school's values in lessons and around the school.
- Pupils make the right choices for their safety and these choices benefit the school and the wider community.
- A strong tradition of sport, fitness and physical development.

Evaluation

We regularly review how well our curriculum intent enables consistent high achievement and high impact.

High Quality Outcomes

- How well are children learning the content outlined in the curriculum?
- Is there evidence that pupils are making connections between 'old' knowledge and 'new' knowledge and between knowledge acquired across the curriculum?
- Are teaching expectations high enough?
- Are pupils challenged to think and evaluate their learning?
- Is assessment purposeful, efficient and used to shape learning?

Curriculum content is coherent

- Are pupils able to make horizontal, vertical and diagonal connections?
- Do teachers respond to educational research?
- Is learning adapted to reflect current affairs and pupils' needs?
- Does assessment enable teachers to check that children have built the knowledge they need for subsequent learning?

Mastery for all challenges all

- Is the curriculum sufficiently challenging and appropriate for all?
- Are there high expectations for all?
- Does pupil's work show that tasks are rich and allow pupils to show higher standards?
- Is teaching sequenced so that pupils master the fundamentals and then acquire more detailed knowledge?

Embedding knowledge and skills

- Planning allows pupils opportunities to build long-term knowledge and understanding so that they can they apply cognitive skills such as analysis, evaluation, and problem solving?
- Evaluate what knowledge & skills pupils have gained against expectations?
- Is each subject given integrity and taught systematically and progressively?
- Are there coherent links, that increasingly challenge and embed K&S?

Being part of a community

- Are the rich resources within the local community and environment maximised?
- Do pupils learn from others?
- Do pupils engage with the local community, national and global issues?
- Are pupils able to relate their values and experiences to British Values?
- Are the learning values in evidence?

Roles and responsibilities

The Head Teacher has responsibility for the leadership of the curriculum and for monitoring its provision. Working with curriculum leaders, she has the responsibility for developing and updating the curriculum as necessary.

Curriculum Leaders are responsible for ensuring the content, delivery of their subject, for monitoring provision, keeping up-to-date with curriculum developments, providing support, guidance and INSET where necessary, providing efficient resource management, monitoring children's progress and ensure that there is appropriate challenge, support and intervention.

Class teachers ensure that the curriculum is well-planned and taught and that learning outcomes are met. They evaluate and review their medium and short term planning.

The Governors monitor the success of the curriculum at Governing Body meetings through the Head Teacher's report and direct feedback from leaders.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment data
- Lesson observations to monitor the quality of teaching and implementation of planning

- Pupil interviews and questionnaires

This policy is reviewed by staff and governors every three years. The next review is due January 2024. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.