



Partnership Learning

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## **James Cambell Primary School Curriculum Policy**

January 2020

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## Vision statement

At the James Cambell Primary School, every child is given the opportunity to learn, grow and develop into respectful, resourceful and resilient citizens of the future. We actively involve all stakeholders and hold each to account, ensuring our children receive a high-quality education. With a focus on learning, we ensure the curriculum is shaped to meet the needs of our school community – we believe to achieve for a brighter tomorrow.

## Curriculum Intent

At the James Cambell Primary School, we have 5 values which underpin our ethos and curriculum:

Respect	Honesty	Responsibility	Equality	Resilience
<p>We teach our children to respect everyone within our school community and to celebrate individual differences. We want our children to treat each other as they wish to be treated.</p>	<p>We teach our children right from wrong. This value also means that our children should strive to show integrity, truthfulness, along with the absence of lying, Honesty also involves being trustworthy, loyal, fair, and sincere.</p>	<p>We teach our children the things we are supposed to do and accepting the positive or negative outcome of our actions. Being responsible means, you do the things you are expected to do and accept the consequences of your actions</p>	<p>We teach our children that people have the same rights and opportunities regardless of what they look like or where they come from. We ensure our pupils are equipped with the skills and knowledge they deserve to have social equity, empowering them to shape their own futures.</p>	<p>We teach our children to overcome barriers, disadvantage or difficulty. Resilience means knowing how to cope in spite of setbacks, or barriers, or limited resources. Resilience is a measure of how much you want something and how much you are willing, and able, to overcome obstacles to get it.</p>

**In our school, our children and their success, well-being and ambition is our priority, as well as the outcomes they achieve at the end of each key stage. We aim to develop pupils' character, a set of positive traits, dispositions and virtues that informs their motivation and guides their conduct and thoughts so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others.**

**We aim to provide an aspirational academic environment which supports pupils to make sustained progress from Nursery to Year 6.** We aim for James Cambell children to succeed in life and to be happy and fulfilled; we want our children to be successful individuals who enjoy learning, make good progress and achieve excellent outcomes in school, in their lives and in their work after leaving us. Through their time at James Cambell we expect our children to develop the confidence to take on new challenges and foster resilience to overcome difficulties.

**We want our children to understand how to engage in and take an active role in Modern Britain with a deepening understanding of British Values such as values of democracy, individual liberty, the rule of law and mutual respect and tolerance.** We have created a curriculum which develops an awareness of wider world issues in which they can have a voice. We want our pupils to leave James Cambell Primary School as secure and healthy individuals who are self-reliant, assured and motivated to succeed in life.

Our children come from diverse backgrounds with often challenging and difficult situations and with a range of abilities. Our curriculum is designed so that every pupil, whatever their ability, situation or background, can be successful and achieve. We have designed a coherent and appropriate curriculum for our school community with a commitment at its core that children have the opportunity to overcome social disadvantage or barriers in order to thrive and exceed expectations. Academic achievement is crucial and central to the success of our children and our curriculum is designed to

address typical gaps in pupils' experience and context. We aim to broaden and develop our pupils' cultural capital through a range of enrichment activities designed to open pupils' eyes and offer pupils experiences that they may otherwise not have had the opportunity to participate in. As a result of this commitment, our focused curriculum includes provision for pupils with SEND.

The curriculum reflects the context and make up of its pupils and is therefore constantly reviewed and modified so that every cohort of pupils is offered a bespoke curriculum offer designed to meet its particular needs, thereby ensuring that pupils receive a curriculum that is fit for purpose and aimed at equipping them with the knowledge and skills required to be successful in their next destinations and in their lives ahead. As a school serving a community that has known decades of disadvantage, our priority is in providing our pupils with the aspirations and outcomes that enable them to become successful, inquisitive adults - equipped with a wealth of knowledge, competencies and experiences. Therefore, we have developed a creative and thematic curriculum, which includes the teaching of subject knowledge and skills as part of a wider topic-based curriculum. The curriculum also considers the historical and geographical locality of our school.

Pupils are able to make links between areas of knowledge and learning as well as consolidating skills while being fully engaged. Our curriculum is progressive, which builds upon and expands previous learning. Curriculum experiences extend and deepen understanding of different topics whilst developing pupils' cultural capital. Planning ensures that the curriculum is accessible to all, whilst offering challenge and enrichment at every phase, stage and age.

In consultation with staff, we have developed a connected curriculum to deliver the National Curriculum and other aspects, including PSHCE and the local Borough's Religious Education agreed syllabus. Depending on the topic being covered, a theme can last from half a term to a full term in KS1 and KS2. Each topic is focused around a particular curriculum area and subjects are taught across the term. The combinations of themes planned over a year will teach the statutory programme of study for the 'National Curriculum 2014'.

Through a 'vocabulary rich' curriculum where literature and experiences enable pupils to develop knowledge, understand concepts and acquire skills. The desired aim is for pupils to be equipped in preparation for the next stage of their learning. Prepared with both knowledge and skills, the children are encouraged to question, reflect and evaluate ideas and concepts before forming their own opinions and beliefs.

Lessons support pupils' spiritual, moral, social and cultural development, opening their eyes to the 'awe and wonder' of the world in which they live - giving them opportunities to explore and nurture their own interests and talents. The outdoor environment is integral to our curriculum –so that pupils are active, thus promoting their physical development and responsibility for their own health and well-being.

Our curriculum aims to instil pupils with a positive attitude towards learning where independence, perseverance and resilience are developed in order they grow into resourceful adults, who are able to compete equally with their peers in the adult world. We plan equal access to learning and have high expectations of every pupil where appropriate levels of challenge and support ensure our pupils leave James Cambell Primary School having reached their full potential and beyond, with the skills and knowledge to do whatever they aspire to do next.

## **Early Years Statement of Intent**

It is the primary intention of James Cambell Early Years phase to engage and deepen our children's understanding of the world around them

**To achieve this James Cambell Primary School intends to:**

- Provide children with the best possible start to the beginning of their learning journey through school life.
- Develop a love of reading and learning from an early age.
- Fulfil the potential of the children
- Provide contextual learning and enrichment opportunities with external visitors and visits

Our curriculum embeds and extends knowledge with personalised learning based on the interests of our children and the needs of our school community. Based on books, stories and quality texts, the curriculum is built to develop a love of reading and learning from an early age.

Good parenting and high-quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up. We work closely with parents to develop their skills, and by doing so, their ability to support their children's learning.

## **Primary Phase Statements of Intent**

**It is the primary intention of James Cambell Primary to promote curiosity and a love of learning.**

**To achieve this James Cambell Primary School intends to:**

- Develop a love of reading and learning from an early age
- Develop skills in Reading, Writing and Mathematics across all curriculum areas
- Enhance our pupils' strengths
- Expose pupils to new experiences and give them new depths of knowledge and cultural capital.
- Recognise the unique learning needs of each pupil and to offer a bespoke curriculum that supports scaffolds and challenges each pupil
- Offer a broad and enriched curriculum
- Offer school trips that engage and underpin the learning done in the classrooms
- Develop a wide knowledge base with opportunities for depth of understanding
- Prepare children for the next year stage in their education

## **Implementation Early Years and Primary Phases**

### **How is the curriculum delivered?**

It is our aim that our Early Years and Primary Curriculum is delivered in the following ways:

- Our Early Years and Primary curriculum are designed and structured with the National Curriculum and ensures the development of knowledge across and within all phases.
- Knowledge and skills are structured and sequenced across the phases.
- The goal of our curriculum is for students to reach clearly defined end points at the end of each phase, in line with National priorities.
- Our Early Years and Primary curriculum have been designed to transfer key knowledge to long term memory.
- It is designed with core texts at its heart, so that all curriculum content and knowledge is built around fiction and non-fiction texts.
- We aim to fill cultural capital gaps through trips, texts and enrichment experiences
- Children are always at the heart of how our curriculum is designed in order to support and develop them holistically; learning, wellbeing, socially and emotionally
- Children's stages of development are central to the design of the curriculum.
- Teachers combine expert knowledge with effective teaching in order to transfer key knowledge and skills to long term memory.
- We aim to deliver a curriculum which is enriched by experiences outside of the classroom, in the wider environment and in the local community.

## **The Early Years Foundation Stage Curriculum**

- We encourage the development of Literacy skills in our Reception class as this is part of the Early Years Foundation Stage.
- We relate the Literacy development of the children to the objectives set out in the Development Matters and Early Learning Goals.
- The children's learning includes developing letter and sound recognition, word building and word recognition as part of their phonic, spelling and handwriting development and they follow the Letters and Sounds programme.

In the EYFS, planning is also done on a long, medium- and short-term basis. Planning includes provision for continuous, enhanced and adult-led activities and includes next steps planning taken from the children's previous learning, interests and enquiries.

Subject leaders are responsible for ensuring progress, standards across the school whilst keeping skills and knowledge for other teachers at the fore front of their role Subject Leaders. Subject leaders oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases.

## **Cambell Primary Centre Statements of Intent (CPC)**

**It is the primary intention of Cambell Primary to help children with SEMH needs meet their full potential both in their time at Cambell Primary Centre and on their return to mainstream.**

**To achieve this James Cambell Primary School intends to:**

- Develop a love of learning
- Develop skills in Reading, Writing and Mathematics across all curriculum areas
- Develop emotional literacy
- Provide therapeutic support which enables pupils to overcome obstacles to their well-being and development
- Enhance our pupils' strengths
- Expose pupils to new experiences and give them new depths of knowledge and cultural capital.
- Recognise the unique learning needs of each pupil and to offer a bespoke curriculum that supports, scaffolds and challenges each pupil
- Offer a broad and enriched curriculum
- Offer school trips that underpin the learning and skills acquired in the classrooms
- Prepare children for the transition to their next school or provision
- Develop a multi-agency approach to ensure the best possible support for the child and their family

## **Implementation of Cambell Primary Centre Curriculum(CPC)**

### **How is the curriculum delivered?**

It is our aim that our Primary Curriculum is delivered in the following ways:

- Our Primary curriculum is designed and structured with the National Curriculum and ensures the development of knowledge across and within all phases.
- Knowledge and skills are structured and sequenced across the phases.
- The goal of our curriculum is for students to make progress in line with National priorities.
- Our Primary curriculum has been designed to transfer key knowledge to long term memory.

- It is designed with core texts at its heart, so that all curriculum content and knowledge is built around texts which support and inspire learning.
- We aim to fill cultural capital gaps through trips, texts and enrichment experiences
- Children are always at the heart of how our curriculum is designed in order to support and develop them holistically; learning, wellbeing, socially and emotionally
- Children's stages of academic and emotional development are central to the design of the curriculum.
- Teachers combine expert knowledge with effective teaching in order to transfer key knowledge and skills to long term memory.
- We aim to deliver a curriculum which is enriched by experiences outside of the classroom, in the wider environment and in the local community.

## Organisation

We recognise the importance of creating links within learning and believe that where links are effective, they enable pupils to apply their knowledge and skills across areas of learning.

We directly teach skills and then plan opportunities for children to practise these skills. This allows children to embed new skills as well as bringing coherence and continuity to learning.

We have adopted a cross curricular thematic approach, with topics lasting half a term designed to engage and inspire pupils. These themes are planned using the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons to ensure full coverage of the National Curriculum.

Literacy and numeracy are taught on a daily basis. Key literacy skills are also taught regularly through phonics/spelling sessions and whole class reading sessions. Other subjects are either taught on a weekly basis or are blocked, depending on the topic.

## Planning

The curriculum is planned to ensure access, progression and engagement within all aspects of the statutory curriculum and areas of learning.

The curriculum is planned on a long, medium and short term basis:

- Long term planning includes an overview of the themes taught across KS2, with information on the subjects covered in each topic.
- Medium term planning identifies the objectives to be covered from the National Curriculum or other published schemes, the key skills to be covered and cross curriculum links including opportunities to reinforce our school values, our school learning skills, British values, SMSC and health and safety matters.
- Short term planning details what will be taught in individual lessons
- The format for short term plans is down to individual teachers but includes information on learning objectives and outcomes, activities based on levels of learning, resources, key vocabulary and key questions.

The centre manager and class teachers are responsible for ensuring progress in both academic subjects and in emotional literacy. They will also access from subject leaders and external experts to support the teaching and learning in CPC. An individualised transition programme also ensures a smooth transition to and from other providers to enable the best possible access to the curriculum.

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## Planning

The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning.

The curriculum is planned on a long, medium- and short-term basis:

- Long term planning includes an overview of the themes taught across the school, with information on the subjects covered in each topic.
- Medium term planning identifies the objectives to be covered from the National Curriculum or other published schemes, the key skills to be covered and cross curriculum links including opportunities to reinforce our school values, our school learning skills, British values, SMSC and health and safety matters.
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## Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and / or disabilities can study every National Curriculum subject, wherever possible, ensuring there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned to ensure teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## **How is reading promoted in the curriculum?**

- English learning and skills are the golden thread which underpin our entire curriculum.
- Spoken language, reading and writing are developed through rich texts and exposure to explicitly taught vocabulary and reading domains.
- From nursery, phonics is systematically taught to ensure children gain the mechanics of segmenting and blending sounds and phonemes by the end of Year 1, so that they are prepared to develop fluency and comprehension in Year 2. This is also applied to new starters and children for whom English is not their first language.
- A love of reading is generated by a whole school approach and promotion of reading through book fairs, celebrations, and whole class reading texts where children are given the opportunity to a whole story being read aloud by a proficient reader – they have time to enjoy it.
- We focus on ensuring that reading and writing in all subjects have equal weight, as it does in English. Expectations of reading and writing are as high in humanity subjects, as in English.
- We aim to develop a love of reading outside the classroom too with visits to our library, children trained as librarians, book clubs and planned special days
- Cross- curricular writing has been carefully chosen to find opportunities for children to find their inner voice as writers, whilst embedding key subject knowledge alongside writing skills. We try and always create a love and a passion for writing.
- We promote a love of books and stores, by carefully selecting a variety of texts from various authors and genres and these are read daily. Texts also thematically link to each half terms learning focus.

## **How do we deepen learning and develop skills?**

- Sequenced curriculum planning builds on existing knowledge
- Teaching is designed to help pupils remember what they have learned and develop their long-term memories
- Cross curricular links are developed to promote and deepen students building on learning across subject specialisms
- The Early Years to Primary transition have been developed so that prior knowledge is built on to transfer understanding to long term memory and deepen thinking
- Discussion is promoted in lessons to deepen students learning
- Curriculum is planned to build on and deepen learning

## **How do we use assessment?**

- Assessment is used to help pupils embed and use knowledge fluently
- Teachers constantly check understanding and intervene to clarify misconceptions and inform planning
- A range of feedback is used support student progress
- Data is collected at key points across the year and used to identify underachievement and strategies for progress
- Every effort is taken to minimise negative impact in teachers workload and maximise students' progress
- Assessment is used to check pupils understanding and correct their misunderstandings

## **Visits and Visitors**

In the curriculum we recognise that children's learning is enhanced by different experiences. We offer children a wide range of educational visits which are used to motivate and engage learning which improves retention. Regular visitors in school give the children another perspective on values,

attitudes, learning and understanding. These include charities, people from different professions and the community. We aim to close cultural gaps through visits with in an across London and use the richness of the city to support our children's learning and experiences.

## **Votes for Schools**

We use Votes for Schools to give all young people a better knowledge of current affairs and get them voting! As teachers who wanted to educate their students about the news but never had the time to prepare polished lessons, the team here have dedicated themselves to producing materials that save schools time while inspiring young people. Every vote by a young person is shared with decision makers and makes a difference.

Votes for Schools provides weekly curriculum content for teachers to deliver SMSC (including British values), Prevent and Pupil Voice. It also supports PSHE and Citizenship. Every lesson covers SMSC, Prevent and British values criteria and can be evidenced against the curriculum.

## **Impact**

The impact of the quality of education at James Cambell Primary School is assessed continuously through discussions between subject leaders and teachers to ensure that our curriculum intentions are leading to good results and good progress for all groups of pupils, preparing them well for the next stage in their education.

## **Assessment and recordkeeping**

Assessment data is collected at different points in the year to track and monitor pupil progress. This information is used to inform planning, implement interventions, get feedback on the curriculum and its impact and put in place further improvements to the curriculum.

The achievement of different groups of pupils is analysed through data trawls, analyses and reports to ensure that all groups of pupils achieve well.

In the EYFS and Primary, we collect data in an on-going way using Pupil Asset. Data is scrutinised and Pupil progress meetings at the carried out in order to respond to changes in data.

Pupil progress is reported to parents on a number of occasions during the school year. Written information is sent to parents regularly and full reports sent to parents once each academic year. Parents are welcome to discuss their child's progress at any other time during the year, preferably by prior arrangement.

## **Monitoring**

As a result of the school's curriculum, pupils are expected to achieve well in National tests and examinations, in line with government expectations. The curriculum is continuously monitored through analyses of the school's ISDR and FFT reports, the quality of work seen in observations and in children's work and the destinations they move on to in order to ensure that the curriculum meets the needs each cohort of pupils and that it is fit for purpose.

The curriculum is continuously monitored, evaluated and reviewed in the following ways:

- Analysis and review of external reports such as the ISDR and FFT reports
- Reviews and analyses of formal assessments and tests
- Analyses of data trawls at set points during the year
- Analyses of lesson observation feedback forms
- Scrutiny of pupils' work
- Analysis of pupil destination data

## Primary Subject Curriculum Intent Statements

Through review and modification of each subject, and in consultation with curriculum leads, The James Cambell Primary School has designed a curriculum which reflects the context and needs of all its pupils. Where possible, curriculum areas are connected to the topic for the half or full term however, in some instances they will be taught discretely.

### English

Writing is taught through a range of exciting stimuli which includes books, film clips, artefacts, visitors and real-life experiences. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing. Reading is a fundamental part of everything we do at James Cambell. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach and the high profile of reading in school is further enhanced by the numerous reading initiatives we carry out throughout the year.

We use Literacy and Language and Destination Reader as reading and writing approaches across the school.

### Phonics

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.
- Objectives
- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

### Maths

Maths is taught through a daily maths lesson. Lessons are based on children's needs from prior assessment as well as guidance from the national curriculum. All lessons begin with a mental starter which gives children the opportunity to practise and develop skills using a range of mental calculation methods. Pupils are given the opportunity to explain, reflect on and extend their learning at the end of each lesson. Maths skills are also taught and applied through other areas of the curriculum for example when presenting results in a graph or measuring. We use Power Maths and Year 1 and 2 and White Rose in KS2.

### Science

At the James Cambell Primary School, we aim to equip children with the knowledge required to use and implement Science today, tomorrow and for their futures. A high-quality Science education provides foundations for understanding the world. Therefore, building key knowledge and understanding concepts within our Science curriculum, we ensure our pupils recognise the power of rational explanation, develop a sense of curiosity about natural phenomena and develop respect for

the environment and living things, including themselves and each other. We are proud to hold ***The Primary Science Quality Mark Award (PSQM)*** and our curriculum is developed to build upon this practice, knowledge and understanding. The school follows the '*Snap Science*' scheme of work, which develops pupils' understanding of nature, processes and methods of Science through a variety of different scientific enquiries, which stimulates thinking and allows them to answer questions posed about the world around them. Pupils are encouraged to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying, carrying out simple comparative tests, and investigating using secondary sources of information.

The majority of Science taught is embedded within the topics, however, some will be taught discretely to maximise the learning time and experience. Our curriculum is enriched with scientific enquiry using our own school environment, educational visits and whole school workshops. There are "hands-on" opportunities for pupils to grow and nurture plants and study pond life. A Science activity week is timetabled into the year and is an opportunity for the children to apply taught skills for scientific enquiry, learning about a scientist and recording and evaluating results from experiments.

## **Religious Education**

The school follows the Barking and Dagenham Agreed Syllabus for Religious Education – '*Exploring Beliefs, Celebrating Diversity*'. Where possible topics from the syllabus have been matched to thematic topics across year groups; in some instances, RE is taught discretely to deepen the understanding of religions where we can learn from or learn about certain people, places, religious books and artefacts. Our curriculum promotes the spiritual, moral, social and cultural development of our pupils and reflects religious traditions in Great Britain – with a focus on Christianity whilst taking account of the teaching and practices of other principal religions represented in Great Britain and our school community. As part of our children's SMSC experience, we spend time celebrating cultural diversity through '*International Week*' in which children learn about other faiths and cultures within our school and wider community. During this time, visitors (including parents) are invited in to share their beliefs and traditions.

At the James Cambell Primary School, we aim to ensure that children know about and develop an understanding of a range of religions to ensure they can describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities and amongst individuals. Through this subject we enable children to express ideas and gain insights about the nature, significance and impact of religions and worldviews to enable them to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value including ethical issues.

## **Music**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations - stimulating responses on both emotional and intellectual levels. It allows opportunity for personal expression and plays an important part in the personal development of an individual. At the James Cambell Primary School, our Music curriculum aims to promote the enthusiasm for and the enjoyment of, music in all its forms. Our goal is for the children to develop musical skills and knowledge through effective teaching where children are fully engaged in their learning. By engaging children in musical experiences, we offer our children opportunities to develop skills, attitudes and attributes that can support learning in other curriculum areas as well as developing life skills such as listening skills, the ability to concentrate, creativity, self-confidence and a sensitivity towards others and the environment.

To ensure our pupils have the best opportunity to acquire and nurture their musical talents and awareness, Music is taught by both peripatetic instructors and class teachers. We use '*Charanga*', a

program that teaches the children to listen and respond to a variety of musical genres, through the medium of singing, playing instruments, exploring form and composing their own musical creation. The school subscribes to the borough's 'Community Music Service', which provides the children in Year Two with a specialist who teaches recorder, music notation and singing. This service also provides whole class instrumental lessons, which Year Five participate in. Each Year Five class learns to play a musical instrument, read music and perform as part of an ensemble. The children then have the option to continue lessons into Year Six as individuals or in small groups. These lessons are linked to the topic where possible. However, the majority is taught discretely outside of the theme.

## Physical Education

At the James Cambell Primary School, we have achieved ***The School Games Quality Kite Mark (silver)*** for our Physical Education (PE) provision. We continue to build on, and develop this practice through our diverse PE curriculum, which inspires our pupils to enjoy, succeed and excel in competitive sport and other physically demanding activities. Regular physical activity improves children's quality of life, improves their health, promote social inclusion, raises individual self-esteem and confidence, whilst countering anti-social behaviour. Therefore, our curriculum aims to develop pupils' attitudes, knowledge, confidence and competences to help encourage a lifelong commitment to physical activity. We provide opportunities for pupils to become physically confident in a way, which supports their physical health and fitness as well as their mental well-being. Part of our daily curriculum is set aside for the 'Daily Mile' which promotes the idea of self-care with children becoming more aware of their own health and the need to take responsibility for it. We also have specific themed weeks in the summer term 'Health Week', and which aims to promote healthy life choices.

Our children are taught to compete in sport and other activities to build character and help to embed core values such as fairness, collaboration and respect. P.E. is mostly taught discretely and follows the Val Sabin scheme of work. Skills are taught, developed and enhanced through skill activities, small-sided games and challenges. Children are taught to use accurate and fluent techniques, recognise tactics and game play and adhere to the rules and regulations of their sport. Pupils are taught about healthy lifestyles and the effects of exercise on their bodies. Some lessons are delivered by a PE specialist. Over the year, the children take part in a variety of games, gymnastics, athletics and dance activities. Year 4 children will be taught to swim competently, confidently and proficiently.

We encourage pupils to develop their sport interests outside of school and provide a range of after-school clubs to support this. The whole school participates in Sports Day where the children are arranged into teams and encouraged to show team spirit, perseverance and enthusiasm. The school also participates in various Borough sporting events, fielding teams of both girls and boys of various ages. A residential trip to Trewern and a visit to Stubbers Adventurous Activities Centre, ensure the children have the opportunity to fulfil every aspect of the PE curriculum. Each unit of work finishes with an inter-house or inter-class competition which encourage teamwork and develops healthy competition

## Computing

Computing and Information and Communications Technology (ICT) play a vital role in our lives, particularly in current times where technologies are constantly changing and evolving. At James Cambell Primary School we believe a sound knowledge and understanding of ICT and Computing enables and prepares pupils to be active participants in a world where work, and other activities, are increasingly transformed by access to varied and developing technology. In consultation with a Borough advisor, we have written a tailor-made scheme of work, which incorporates both '*Switched on Computing*' and the Borough syllabus. It enables our children to develop and practise skills through accessible applications, software and programs available both in school and at home, ensuring they

become competent and confident analytical thinkers, computer programmers and understand how technology works.

E-safety is a key focus in our curriculum and at James Cambell Primary School - we ensure our children are taught the importance of safe internet use (at home and at school) during computing lessons and through a whole-school 'Safer Internet' focus day in February, where there is a school assembly and class-based activities and this reinforced in KS2 through workshops by the Metropolitan Police. Children have opportunities to use ICT outside the timetabled lesson slot as it is embedded across the curriculum including activities in mathematics and English.

## **History**

Through the History curriculum at the James Cambell Primary School, we strive to inspire a curiosity within our children. We aim to develop an understanding of British history and that of the wider world. We work to develop an understanding of chronology as well as a knowledge and understanding of how our local area has changed over time. The children are given the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past. They are taught to think and behave as historians and archaeologists. The children are also encouraged to pose their own historical questions and investigate how and why the world has changed over time. As learners the children are challenged to think and discuss lessons learned from the past that make the future a better place. Throughout the year we have various themed days including; trips, school visits, workshops, historical experiences to develop a deeper understanding of the time periods studied and to inspire the children, ensuring they have a lifelong love of History. We also aim to help the children develop a better understanding of our British Values that have been formed throughout our history and the influential people who shaped the world, the continents and ultimately where they live today.

## **Geography**

At the James Cambell Primary School, it is our intention that Geography will inspire pupils with a curiosity and fascination about the world and its people. We offer opportunities for children to explore the world in order to develop an understanding of the human and physical world in which they live in and their place within it. We aim to promote the children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geography will promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. We encourage the children to ask questions about the world and provide opportunities for them to develop geographical skills and knowledge to be able to answer them. Pupils are encouraged to use and interpret a wide range of sources of geographical information including maps, diagrams, globes and aerial photographs to locate and describe places, gather information and explain variations and changes.

Pupils have the chance in Year Five to attend the residential trip to Trewern where they have various opportunities to develop geographical fieldwork skills. This supports the work done in and around the school's grounds and local community.

## **Design and Technology**

We want the children at The James Cambell Primary School, to develop their imagination, their critical thinking and their understanding of the world around them through their love of Design and Technology. We aim for our children to question and think innovatively about the world around them in order to design and develop their own products with a purpose in mind. Children will build and apply the knowledge and skills needed to design high quality products, which they will test and refine. They are given the opportunity to understand nutrition and learn how to cook and use equipment safely. Our Design and Technology curriculum requires children to draw on skills within Mathematics, Art, Science and Computing, which is reinforced through a whole-school science, technology,

engineering and mathematics (STEM) week. Children will deepen their understanding and independence within all of these subject areas during their Design and Technology lessons. Children are given regular opportunities to develop their understanding of the technological world. We will evaluate past and present design technology and the ways these have influenced modern society. This allows our children to have a more critical approach to their own designs and creations – learning from the past to influence the future.

## **Art & Design**

We see art as a vehicle for creativity and individual expression. It is important to the development of pupils' well-being, appreciation of the world and understanding and empathy of others. We aim to give all children the confidence to express themselves through a range of chosen mediums. Our curriculum provides children with an opportunity to experience all art forms: drawing, painting, collage, 3D designs and print making, and pupils are encouraged to experiment with a range of different materials and techniques to bring their ideas to life. Opportunities to practise art and design techniques when using colour, pattern, texture, line, shape, form and space are embedded across the Art curriculum through the use of individual sketchbooks. We want our children to know how Art & Design has contributed to our culture and understanding of our history and the world. They explore a variety of artists and their styles, which is enhanced with a visit to London galleries in KS2. Our children will focus on a variety of key artists and they will begin to understand the development of their particular art forms. The children will have opportunities to take inspiration from these key artists and create their own artworks in their particular styles.

## **PSHCE**

We believe that our children need to acquire the knowledge, understanding and skills needed to manage their lives and thrive as individuals and members of society. We therefore deliver a well-sequenced and progressive PSHCE scheme of work (PSHE Association) in line with new Government guidelines. It is constructed to meet the needs of our children and is taught alongside SEAL lessons as well as class and 'School Council' activities. This is enriched further by a comprehensive assembly timetable, which reinforces the ideals of SEAL and the British Values. We also ensure we have a clear and structured SRE syllabus which is delivered throughout the school in the summer term. The school has a number of PSHCE focused workshops, themed weeks and visits to cater for the needs of our school community. This includes: *Safety Week, Health & Fitness Week & SID.*

## **Modern Foreign Languages (MFL)**

At the James Cambell School, the core language taught in Key Stage Two is Spanish. Our planning is based upon the Catherine Cheater scheme of work that covers all the components of the Programme of Study. It is the intention that all children in KS2 have the opportunity to learn Spanish through song, speech, games and other activities. It is our aim to make learning a new language fun and useful in the children's lives. KS2 will access quality first teaching of Spanish in order to adequately prepare and lay the foundations for secondary education. We shall instil and foster pupil's curiosity and deepen their understanding of the world beyond the United Kingdom opening up their knowledge and experiences to other cultures.

## **Spiritual, Moral, Social and Cultural (SMSC) Values**

SMSC development is interwoven through the entire curriculum and has been identified by each subject co-ordinator within their own subject. SMSC development can be found in every lesson and is an integral part of our children's learning. Alongside British Values and SEAL, it is the foundation of our assembly timetable, which is enhanced by the application of *The Votes for Schools* Programme, which delivers current topical issues by means of a question that pupils have to vote on.

## **Roles and responsibilities**

### **The Governing Body**

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

### **Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing body is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN.

### **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders provide a strategic lead and direction for their subject; and support and offer advice to colleagues on issues related to the subject. They monitor progress and coverage within their subject and provide efficient resource management. They review their subject across the school and plan for future improvement. It is the role of each subject leader to keep up to date with developments within their subject and to share this with staff.

### **Links with other policies**

This policy links to the following policies and procedures:

EYFS policy Assessment policy

Other curriculum policies

SEND policy

Inclusion policy

## Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

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](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Subjects leaders and the area of curriculum for which they are responsible

Subject	FS/KS1	KS2
Curriculum	Ruth James	
Science	Nerys Allen	Ghulam Bhatti
ICT	Emily Pooley	
DT	Michelle Hennelly	
History	Alex Budden	Shaun Murray
Geography	Laura O'Regan	Gladys Nyoni
Art/ Display	Brenda Maguire	Amanda Waterlow
Music	Helen Collier	
PE	Dave Batt / Michael Konis / Hillary Lobb	
RE	Maggie McCullagh	
Phonics / EYFS	Chloe Sullivan	
PSCHE	Hazel Thompson	
EAL	Laura Sykes	Jankeesch Gharial
Healthy Schools	Kathryn Davies	
Maths	Daniel Cheung– KS1	Karen Macleod – Maths
Literacy	James Hood	
MFL	Zenab Abbas	Rado Kvak
SEAL / Assemblies	Claire Micallef	Karen Macleod