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# THE CAREY FEDERATION

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## The Carey Federation Curriculum Policy

September 2022  
To be reviewed September 2024



## **Introduction**

Our Aim High Curriculum design is driven by our Carey Federation Motto:

*"Aim High; Be resilient: Take Care of Each other."*

In the Carey Federation, our curriculum design is driven by the fundamental belief that all children can succeed. We are committed to the belief that our curriculum design and delivery will prepare children both for the next stage of their learning journey and for their future adult life. The principles of our curriculum reflect our Federation context and current pedagogical approaches, which means we design a curriculum that is engaging, relevant and challenges our children.

We maintain an ambitious approach to high quality, evidence based curriculum design. Our knowledge-engaged curriculum provides sequential and seamless planning that delivers opportunities to interleave knowledge and skills that will construct deeper understanding and improve the chances of children committing learning to long-term memory.

We recognise that we are very rural schools so we want children to learn about and have pride in their local agricultural heritage as well as learn about the wider world, diversity and multicultural Britain. Our Curriculum promotes British Values and Citizenship to make sure children have an understanding and co-operation with all members of our diverse and interesting society.

## **Carey Qualities**

Our curriculum design is underpinned by our Cary Qualities they are derived from an exploration of the backgrounds of our children, and understanding of high quality teaching and learning:

*“In the Carey Federation, we are aspirational learners who build  
**Relationships** by being **Resilient, Resourceful, Reflective and Respectful.**”*

## **The Carey Federation Aim High Curriculum**

Every child in the Carey Federation deserves the best education that allows them to achieve their full potential.

Our Aim High Curriculum:

- Is ambitious for all children
- Provides a broad and balanced education that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enables children to commit knowledge and skills to long term memory
- Ensures equal access to learning for all children
- Embeds our Carey Qualities to promote children’s spiritual, moral, social and cultural well being
- Is shared with all stakeholders.

## **Our Aim High Curriculum:**

Strong leadership motivates and guides our ambitious Aim high Curriculum from EYFS, KS1 and into KS2. Leaders understand how content should be sequenced to ensure that components of knowledge lead to conceptual understanding. The curriculum allows opportunities for pupils to practise what they know so they can deepen their understanding across and between all subjects.

## **Intent**

At the core of our Federation Curriculum are good literacy and numeracy skills, which will be gained through strong teaching of mathematics and English and literacy in the EYFS Curriculum. Children will learn the knowledge and skills needed to be confident in both disciplines, but also the ability to apply these in different situations and contexts.

Communication and Language skills take high priority in all that we do. They enable children to speak clearly and convey ideas with confidence. The ability to learn and apply new vocabulary and practise new language structures is developed in a range of learning experiences. Stem sentences are rooted in all learning and we give “one word answers the red card.”

We aspire for all children to be fluent and confident readers to access knowledge across the curriculum. High quality texts are interwoven into all aspects of learning. We aspire for children to improve their vocabulary and develop confidence to extend to writing or talking to others. We give children access to a wide range of books and authors to nurture a life-long love of reading.

In the Carey Federation, our curriculum is not narrowed so that mathematics and English dominate to the detriment of other subjects. We deliver a broad and balanced curriculum that teaches a wide range of subjects, promoting a range of knowledge, skills and interest.

## **Diversity**

We know that children need to learn about all aspects of diversity and feel empowered to discuss what makes all of us unique, valued and respected. We give our children a well-rounded and balanced view on the diversity of life. Our curriculum aims to educate our children meaning they will have counter-arguments against discrimination from the very beginning of their school education.

## **Relationship and Sex Education**

Our RSE curriculum is designed to equip children with the knowledge and confidence to be able to make informed decisions about their wellbeing, health and relationships, as well as

preparing them for a successful adult life. We are committed to teaching this in the context of our schools and our local communities. We subscribe to the leading children's health and wellbeing charity, Coram Life Education (CLE) programme to meet these legal requirements.

### **Giving children the voice to keep safe**

We need to give our children the voice to keep themselves safe, mentally and practically so that they are ready for learning and able to equip themselves with the skills needed to be happy. A Carey Federation Safety Assembly programme identifies themes across the academic year. We draw on the knowledge of experts such as: the National Society for the Prevention of Cruelty to Children Talk PANTS and Coram Life Education SCARF resources.

### **Entitlement and enrichment**

In the Carey Federation, we think enriching education has intrinsic benefits. We believe all children deserve a well-rounded, culturally rich, education. We understand the need to develop our children's entitlement to broaden their curriculum with educational visits, extracurricular activities and other curriculum enrichment experiences. Our Schools, Ashwater and Halwill, often plan visits together. In light of the rural location of our schools we endeavour to provide opportunities that enable them to experience city life through planned Federation visits during the summer term. Each year, children experience learning outside the classroom through our Federation Wild Tribe programme. Our children enjoy weekly singing assemblies to increase the sense of community in our schools, while also helping to improve children's physical and mental well-being and their musicality. Children can access peripatetic music teachers across a range of instruments. Termly after school clubs are run by outside providers, staff and volunteers.

### **Planning**

We plan to support children on their learning journey. Composites, relating to the National Curriculum and EYFS Statutory Framework, involve a range of knowledge and skills. Each of these composites is made up of component parts. These components need to be sequenced so that all children can build upon previous learning and apply prior knowledge and skills. Our curriculum plans long, medium to short term support this realisation.

**Long-term plans** - set out the sequence of the statutory framework for the Early Years Foundation Stage and the KS1 and KS2 National Curriculum. It outlines which topics will be covered by each class and in each subject, at what time in the year. Time has been invested to ensure topics encourage cross curricular links. Halwill School plans on a two Year Cycle: Year A and B, while Ashwater plans on a four year cycle: Year A, B, C and D.

The Reception Curriculum is planned on a yearly basis and sits under the 7 areas of learning. Teachers in the EYFS refer to 'Development Matters' the non-statutory curriculum guidance for the early years foundation stage to support planning.

Our schools fully support the principle that young children learn through play, and by engaging in well-planned activities that are child initiated, adult initiated or adult led. Teaching in the Reception class builds on the experiences of the children in their pre-school learning.

At Ashwater, we have our own Foundation Stage Unit so nursery age children are part of our Early Years curriculum. We do all we can to build positive partnerships with the committee run pre-schools in Halwill Junction so that transition from preschool to Primary School allows us to build on a child's prior learning.

**Medium-term plans** - intent and implementation planning grids ensures curriculum alignment with our Carey Qualities and Curriculum Intent Statement. It enables teachers to sequence component steps with clear starting points and end points. In the Carey Federation, Heads of Teaching and Learning, subject leaders and teaching staff, have developed subject progression documents specially designed to help children build and sequence knowledge and skills without cognitive overload.

**Short Term planning** enables teachers to elaborate on medium term. Teachers have firm subject knowledge of the fundamental building blocks outlined in the long and medium term planning and realise how they will be taught through different pedagogy.

## **Curriculum Implementation**

Effective curriculum planning is not just about having a written plan of the content being taught. In the Carey Federation we bring the intention of our well curated planning to life through Teachers clear understanding of how to plan.

Teaching is informed by ongoing assessment, teaching is adaptive for all, knowledge and skills are embedded through structured practise and retrieval activities that are engaging.

### **Teachers will use:**

- Elicitation Tasks and observations to inform teaching
- Adaptive approaches to teaching
- Stem sentences
- Knowledge organisers to enable children to learn key knowledge and subject specific vocabulary
- Embedded routines
- Techniques to interleaving knowledge and skills.
- Assessment for learning to encourage children to be actively engaged in their learning.
- Quality resources
- Retrieval practice as an effective strategy to bring information to apply previously learnt knowledge and skills to deepen learning,

It is our intention that all teachers construct deeper understanding of current practise through Continuing Professional Development (CPD) so that children receive quality first teaching that they deserve.

## **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 SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study EYFS Statutory Framework and National Curriculum subjects, wherever possible, and ensure that 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 so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

A My Plan is written for each of the children who are on the Special Needs Register. This sets out the nature of the special need and outlines how the school will aim to address this. A child's My Plan is shared and reviewed termly, as a minimum, although dialogue is actively encouraged throughout the year between home and school.

The named Send Co-ordinator will oversee that there are no barriers to SEN pupils achieving their full potential and that procedures are followed in line with the SEN Code of Practice.

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

### **Family Engagement**

Family engagement with home/school learning is of paramount importance. We aim to build on the ways we can guide our families to form a respected and established connection between home and school. This on-going rapport is complimented by formally meetings with parents/carers twice a term and with written reports being issued in the summer term.



## **Impact**

The impact and quality of education is monitored through our Subject in Focus rolling programme. The Executive Head Teacher, Middle Leaders and Subject leaders monitor long-term and medium-term planning; carry out lesson observations and pupil interviews.

## **Subject Leadership**

Our Subject Leaders will:

- Evaluate the quality of teaching and learning, identifying strengths and development points for both the subject and individual teachers
- Ensure there is a clear progression framework that helps children learn and retain required subject knowledge and skills in the correct sequence
- Ensure that activities and resources planned to deliver the knowledge and skills ambitious and of the highest quality
- Ensure there are planned activities to support the progression of the wider co-curriculum
- Ensure there are opportunities for retrieval
- Ensure pedagogical content knowledge of all teachers is continually developing
- Assess the attainment and progress of students
- Develop and maintain a high-quality curriculum knowledge for their subject

## **Review and evaluation of the Carey Federation Curriculum**

In the Carey Federation, we know pedagogy and research findings in education change. Through regular review of our curriculum design we continue to develop a rigorous and ever evolving curriculum. Adaptations or changes are made to introduce and implement current practice to improve the quality of education our children deserve.

## **Monitoring arrangements**

Our governing body is responsible for monitoring the way the school's curriculum is implemented. They review each subject area in its cycle of review and development.

### **Legislation and guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

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.

### **Executive Headteacher (EHT)**

The EHT 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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.

### **Links with other policies**

This policy links to the following Carey Federation policies and procedures:

- The Carey Federation Marking Policy
- SEN policy

**J. Miners (Heads of Teaching and Learning)**