

Mill Dam School



CURRICULUM POLICY V1.3

Our Curriculum Intent

At Mill Dam we believe that our curriculum should provide opportunities for learners to develop and acquire the skills and knowledge they need to be confident and independent learners who are ready to move on, meet the challenges of high school and lay the foundations they will need to build cultural capital and become fully functioning and contributing members of society.

Learners come to Mill Dam from a wide catchment and a variety of backgrounds and in general have a range of experience and knowledge from outside of school. Through our curriculum we will equip them to further develop and deepen this knowledge, regardless of need or disadvantage.

All of our staff and learners will have high expectations and ambitions for their learning and will work together to ensure maximum impact on the development and application of knowledge and skills.

Our learning skills curriculum forms a core through all of our learning and is also at the centre of our behaviour for learning methodology. Through our curriculum we will provide meaningful real life experiences within each theme or topic to ensure that children are fully engaged and to broaden their experiences and horizons.

We follow the current National Curriculum with adaptations, personalisation or additional scaffolding as needed to ensure maximum impact for all our Learners including those with special educational needs, disabilities or other disadvantage.

Long term plans and progression documents are in place for the curriculum, these include coverage of the entire NC over either a two or four year period and detail opportunities for cross curricular and cross phase learning. Coupled with progression documents that illustrate coverage of the NC by cohort or class (for mixed age) these allow for a coherent sequence of learning which builds on previous learning and skills.

Subjects taught

At Mill Dam we teach the full National curriculum. French is taught in KS2 following the Wakefield scheme, RE follows the Wakefield agreed syllabus and PSHCE is organised around SEAL themes with additions and extensions as needed. Reading is taught through a discrete daily session in KS1 and 2 additional to text based work in English sessions. Early reading and phonic is taught through Read, Write Inc from Nursery up to the end of Year 2.

Curriculum Implementation

In every phase of school the curriculum is organised within overall topic areas or themes. KS1 and EYFS work on similar topic areas whenever possible and appropriate, KS2 work together on the same topic or theme. Subjects are organised into these topics and themes, also delivered as a discrete session or progression of sessions when meaningful links cannot be made to the theme.

As topics are taught across phases content for foundation subjects is not always taught in the strict order of the National Curriculum but all content is covered over the complete

Key stage at the appropriate level to ensure progression. Progression and sequence of learning is illustrated in the progression documents that provide the structure for staff to plan and ensure an appropriate level of challenge.

To ensure coverage of the entire NC to an appropriate depth over a cycle, planned coverage from the agreed LTPs will be informally checked so that missed coverage can be added to future planning and adjustments made for future revisits of this content. Feedback on coverage and on the progress of learners will be fed back on rolling evidence forms. Where needed planning will be adjusted to ensure that the skills and knowledge identified on the LTP and progression documents are covered fully and to the appropriate depth.

English and maths lessons are taught every morning and where appropriate these skills are developed and extended through topic and cross-curricular work. Where foundation subjects need to be taught separately from the theme or topic, links should still be made to learning in core subjects. This may differ from topic to topic. For example, science may be a key component of a topic on light but will not feature effectively in a topic on Ancient Greece. During the term of the Greek topic a science unit will be taught separately but still with the same ambitious expectations for outcomes.

All Learners will participate in a daily reading session which will include close reading as a class, teachers reading with individuals, reading for pleasure and completing comprehension and related tasks.

Classes in Key Stage Two will also have a daily SQUIRT (Sustained, QUIet, Reading Time) to the learners with another opportunity to read for pleasure and to increase their reading stamina.

Learners in Key Stage One and EYFS will have a daily phonics session with groupings based on assessment for learning to meet the needs of individuals and rapidly develop their confidence and independence. Phonics sessions follow 'read, Write Inc' to give a clear structure and progression to sessions. Learners are reassessed to measure their progress every half term and any adjustments to grouping or provision made.

Mathematics and English

In mathematics we follow the White Rose scheme for maths mastery and the small steps where needed to support children or ensure understanding of complex content. All children receive a minimum of one hour's maths teaching a day following the Same Day Intervention model consisting of a first session of whole class input and activity which is followed by a short set of individual questions including both fluency and reasoning tasks. Dependent on how the children perform in these tasks they then either have a focused teacher led group task to address gaps in key skills, further fluency to practice skills or further reasoning to develop greater depth.

In addition to this all children will have a daily maths meeting at the beginning of the day to revisit and practice content apart from number and arithmetic and a timed mental arithmetic task to improve mental recall of key number facts. Children in Key Stage Two will also have a weekly times table challenge to track their progress in learning the multiplication tables as well as giving them an additional motivation to practice.

All learners will have a daily English lesson for a minimum of 1 hour which will include elements of reading, writing, speaking and listening and will also include spelling, grammar and punctuation. Children will be expected to produce writing in most sessions where they apply the GPS or text skills that they have been taught. The expectation is also that children will apply their core English skills in all work that they produce including outside of English lessons.

AFL

Intervention programmes

Timetabled interventions are delivered by trained support staff as needed. These include maths, English, handwriting, phonics, speaking and listening delivered with guidance from the SENCO, SEN support services or educational psychologist. These sessions also include social and emotional support within the framework of our behaviour policy and learning skills curriculum. If teachers believe, or assessment shows, that children need additional support beyond that available in the classroom environment these concerns should be raised with the SENCO at the earliest opportunity and noted and discussed at RAG meetings.

Visits and visitors

All topics incorporate an educational visit or a visitor close to the start of the topic and each term finishes with an 'inspire' day event where parents come to share and celebrate their children's work.

In key stage 2 one of these visits each year is a residential or extended visit – this usually takes place early in the autumn term. Funds raised through extra curricular clubs can be used to subsidise trips and visits making them more accessible and maximising the number of pupils who take advantage of these opportunities to enrich their learning and gain experiences, which may not be possible in the school setting. The school ensures that all children are able to attend curriculum based visits which take place during the school day, regardless of their ability to make a financial contribution to this.

The residential visits are organised to cover a mix of topic content related experience and S.M.S.C development. The current cycle of residential experiences is:

- Cycle 1 – London extended day visit – including Houses of Parliament visit and MP meeting, linked to British Values and monarchy topic work
- Cycle 2 – KS2 Castleton residential – linked to history and geography topic work
- Cycle 3 – KS2 Kingswood / PGL – developing personal skills and teamwork
- Cycle 4 – Filey Residential – linked to geography topic work

Curriculum Planning

Our Learning skills curriculum forms the spine around which our curriculum is built, due to the higher level of knowledge and experience some of our learners possess from outside school it is important that we provide them with the skills to further explore and develop their existing skills and knowledge.

Long term plans

Long term plans are produced collaboratively by each phase and cover either a two or four year cycle. English skills are broken down across the cycles while maths follow a modified version of the White Rose scheme with number and arithmetic skills and knowledge skills being taught on Monday, Tuesday and Wednesday and other areas of mathematics being taught in context as part of the themed topic days. In addition to long term planning progression documents establish a clear structure and progression for all NC subjects these clearly identify which knowledge and skills should be taught as part of each half termly topic.

Medium term plans

All teachers also produce medium term plans, which cover each unit of work in English, science and topic. In addition to this, each phase produces a topic overview to be shared with stakeholders and which gives a general idea of the coverage and learning activities in each area of the curriculum. These plans are variable in length depending on the length of the unit. Topic plans are usually half a term or a term in length although this may vary; maths and English plans may be only two or three weeks long dependent on the length of the unit. The topic plans cover the subjects that are taught within that topic only. Medium term plans are submitted to the Head Teacher and curriculum lead to be checked for coverage, progression and depth.

Short term plans

Short term plans are for the planning and use of individual teachers and there is no set requirement for quantity or format it is however an expectation that all teachers will have considered the learning needs of groups and individuals, including those with any form of disadvantage or barrier to learning, in advance to ensure the maximum impact on their progress.

How will we measure Impact?

If our curriculum is being appropriately planned and fully accessed by pupils they will be applying their learning from core lessons, (writing skills, mathematical knowledge, problem solving, scientific enquiry) fully in other areas of their learning. Assessment data and knowledge of the children should be effectively used to plan for and remove barriers to learning in the wider curriculum.

We will not be adopting any form of formal written assessment for the wider curriculum (Maths, English and reading will remain part of the separate assessment cycle) but will be looking to accurate teacher assessment (moderated through shared practice and book scrutinises) and observation to build a picture of children's achievements and future learning needs.

The impact of topics and how effectively we have been able to deliver them will be regularly reviewed and reflected upon to ensure we are giving children the opportunities and support to make the maximum progress across all areas of the curriculum. Input will be taken from both teaching staff delivering and learners experiencing as well as looking at progress measures.

Additional learning opportunities

- PE – All children are offered a range of PE and Sports opportunities through out the year including: clubs, sports mentors, parkrun, swimming, tennis and table tennis

through Ackworth School, Waterton events, race for life, rickshaw challenge. Effort is made to ensure that these opportunities are offered across all key stages and year groups.

- Music / drama – Children at Mill Dam have a range of additional opportunities for musical expression and education including: extra curricular clubs, peripatetic music lessons, Waterton events, Seasonal productions and both drama and music performances.
- Outdoor learning – We keep chickens which the children care for in the spring and summer months, these are also used as both an educational and pastoral resources. Extensive improvements have already been made to our growing spaces and all classes take part to some extent in 'The bog grow' each year, this is a particular enriching set of activities when classes are accessing science units on plants or living things. We are moving towards offering Forest schools as a regular part of our curriculum, this will initially be accessed through Ackworth school and we are developing our own outdoor environment.
- We have developed a range of community links including: local church, co-op, WW11 commemoration, Ackworth gala, tour de Yorkshire, Tesco bags of help, Ackworth library, Ackworth school, Pontefract food bank. We are also currently developing joint inspire days with South Kirby Academy to show children career options and raise aspiration.
- Over the year we take part in a range of charity and fund raising events ensuring that children are made aware of the reasons and purpose behind them.
- Waterton Academy Trust offer us a wide opportunity to enrich our curriculum through joint and MAT wide events and competitions.
- Children will take part in whole school focus weeks on a rotating basis these will include: health and fitness week, multicultural arts week, business links week, maths week, science week, Author visits, book week, world book day.
- Our Learning Skills curriculum is woven through all core and foundation subjects as well as our positive behaviour policy, it is regularly revisited in lessons and referred to when discussing with the children. We also have a weekly learning skills assembly.
- Inspire days will offer opportunities for stakeholders to come in to the learn environment and experience our curriculum alongside the children.