

Mill Dam School



CURRICULUM POLICY V1.5

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 teaching and learning, it is also at the centre of our behaviour for learning methodology. These are taught as part of the PSHE content for each topic, through a weekly wider school assembly and weekly class assembly.

Through our curriculum we will provide meaningful real-life experiences, through field trips, visitors or hands on experiences, within each theme or topic to ensure that children are fully engaged, eager to learn 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 the themes identified by the National PSHE Association, with additions and extensions as needed. We also deliver the full RSE curriculum including the non-statutory elements (with option to withdraw learners) across the whole school. Learners in KS2 learn an instrument as part of their music learning providing opportunities to play and perform and read music for a purpose.

Reading is taught through a discrete daily guided reading session in KS1 and 2 in addition to text-based learning in English sessions, learners in KS2 also have timetabled reading for pleasure time each day. 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 to allow for shared expertise and coordination ensuring clear progression. Subject content is organised into these topics and themes but also delivered as a discrete session or progression of sessions when meaningful links cannot be made to the theme.

Now that we have moved to single year LTPs wider curriculum knowledge and skills are delivered in the order described by the National Curriculum. Progression and sequence of learning is illustrated in the progression documents for each wider curriculum subject that provide the structure for staff to plan and ensure an appropriate level of challenge. These are available to all teaching staff through a 'Our Curriculum' document in each learning environment and in the curriculum support section of the staff teams.

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 provided immediately and recorded as part of the monitoring cycle. 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. (see English and Maths)

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 guided 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 provide 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 NCETM progression of skills and knowledge (supported by White Rose small steps as the previous scheme used) to ensure progression across the year groups, development of skills at an age and development appropriate time and understanding of complex content. All learners 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 varied fluency, reasoning and problem solving tasks. Dependent on how the learners perform in these tasks and any additional scaffolding needed 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, these are often referred to as Gold Silver and Bronze groups.

In addition to this all learners 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. Learners 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. There is an expectation that all learners will practice multiplication facts each week as part of their homework and school pays for each learner to have a Times tables Rockstars account for this purpose.

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. Learners 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 outcomes across the wider curriculum.

Intervention programmes

Timetabled interventions will be delivered by trained support staff as needed. These include maths, English, handwriting, phonics, speaking and listening gross and fine motor skills and social skills 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 (From Sept 22 onwards supported by the Learning mentor). 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 pupil progress meetings. Interventions will wherever possible take place outside core lessons to prevent those learners who already have gaps in their learning from falling further behind due to missed lessons.

Home learning and distance learning provisions.

In the event of long-term school closure or absence from school, learners will continue to be provided with a broad and balanced curriculum through other means. As much as possible this will be an adapted form of what they would have learned in school and will still reflect the planning submitted to SLT, limiting the lost learning. Planning and resources will be provided which reflects the expectations of a normal day at school. Maths, English and reading tasks should be provided for each day and in addition to this learning tasks for the wider curriculum. Feedback on learning will be provided on tasks performed at home on a minimum of weekly basis and may take the form of general feedback to a group or whole cohort rather than individuals. The expectation is that all learners who are able will access home learning and so reminders of the website, social media and

through welfare calls will ensure that they are aware and supported in accessing home learning resources.

Blended Learning.

Each school in the MAT has an appointed blended learning lead to take the lessons and resources learned from lockdown and online learning and use these to encourage the continuation of learning from the school environment into the home environment. There is a dedicated section of the school website, containing subpages for each and core and wider curriculum subject. These pages should be regularly updated to reflect the teaching planned for each year group. Teaching staff should request specific resources they want to be available to learners at home to be added including versions of guided reading tasks, learning videos, hands on activities and quizzes. In addition to these generic resources from providers such as BBC Bitesize, Youtube and Kazoo will be added on a termly basis based on the submitted long term plans. While these resources may be reviewed or superseded over time they should build into a large bank of well organised and relevant learned resources to help build upon learning in school or revisit to fill gaps.

Visits and visitors

Most topics will incorporate an educational visit or a visitor close to the start of the topic (the expectation is for a minimum of three a year) and each term finishes with an 'inspire' day event where parents or carers 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 extracurricular 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. 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. The whole school focuses on a different learning skill each half term: Resilience, Reflection, critical and creative thinking, teamwork, communication and problem solving. These are identified on the LTPs, focused on as part of classroom practice and supported through a weekly assembly.

Long term plans

Long Term plans for each year group have all recently been revised to reflect the move to single year classes and a single year cycles of topics. Topics remain organised so that similar areas of learning are visited across phases allowing for appropriate discussion and collaborative planning to take place. English skills are broken down across the cycles with a mixture of fiction and non-fiction text types being taught linked to either the guided reading text or a topic relevant class text. Maths follows the NCETM progression for each year group with adaptations where needed to meet learning needs. In addition to long term planning, progression documents establish a clear structure and progression for all NC subjects as well as RSE and First Aid, these clearly identify which knowledge and skills should be taught in each year group and topic. Long term plans are a working document and changes should be made as a clearer picture of the learning needs of the class or other learning opportunities present themselves.

Medium term plans

All teachers also produce medium term plans, which cover each unit of work in English, science and the wider curriculum. In addition to this, a Sway topic overview is produced to each class 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. Maths planning is based off of the NCETM progression and while there may be some variation to adapt to children's needs this should remain as the core that runs through maths learning. 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. All plans should show adaptations for the learners needs based on the teacher's observations and AFL.

Progression documents are available for all areas of the curriculum and give a clear indication of the content and level expected for each age range. These should be used as the basis for medium term planning and regularly referred to as part of the planning and assessment cycle.

Medium term plans are submitted to the Head Teacher and curriculum lead to be checked for coverage, progression and depth.

Medium term plans are working documents and while under the single year structure topics may be repeated each year MTPs should be refined and adapted over time to reflect lessons learned, refinements and best practice.

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. Short term planning should always be adapted to the learners needs, based on identified gaps and providing additional support where and when it is needed.

The Teaching Cycle

(from the Wisconsin Model Early Learning Standards)

Ongoing Assessment

Gathering information to determine what the child can do and what the child is ready to learn

- Data Collection
- Data Analysis



Implementation

Providing meaningful, experiential activities that support individual and group goals guided by supportive interaction and relationships.

Planning & Curriculum Goals

Deciding what should be done to promote development and what we want children to learn.

- Needs Identification & Prioritization
- Planning (Strategy/Indicators)



How will we measure Impact?

If our curriculum is being appropriately planned and fully accessed by learners they will be applying their learning from core lessons, (writing skills, mathematical knowledge, problem solving, and 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. Plan, teach, assess.

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, book scrutinises and learner interviews) and observation to build a picture of children's achievements and future learning needs. As part of ongoing formative assessment teaching staff are expected to include mini quizzes and revisit activities as part of their regular classroom practice. Our most recent OfSTED inspection suggested that learners were not retaining facts, figures and dates from the wider curriculum so the inclusion of regular revisits and activities to aid retaining of facts will need to form part of every science and wider curriculum session.

The impact of topics and how effectively they have been delivered 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 and outcomes.

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. We have recently gained our silver 'Active Mark' and will be developing our practice towards being awarded a gold mark.
- 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 big grow' each year, this is a particular enriching set of activities when classes are accessing science units on plants or living things. We have a forest schools area and will be developing this further so that we can offer a range of Forest Schools activities to our learners.
- 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.
- 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. These feed into celebration events such as World book day and The Great Science Share.
- 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.
- Our learners are encouraged to take part in 'The Children's University' encouraging and rewarding them for taking part in educational and developmental activities outside of the school setting.