

Church Vale Primary School and Foundation Unit Curriculum Policy



2026-2027

Our Curriculum Intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment;
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- Support pupils' spiritual, moral, social and cultural development by embedding our Church Vale values within the curriculum
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support

- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for the next key stage.

SEND at Church Vale

At Church Vale we provide an inclusive and progressive curriculum. Our teachers work hard with the SENCO to ensure that all children have access to the curriculum which is suitable for each child and what they need;

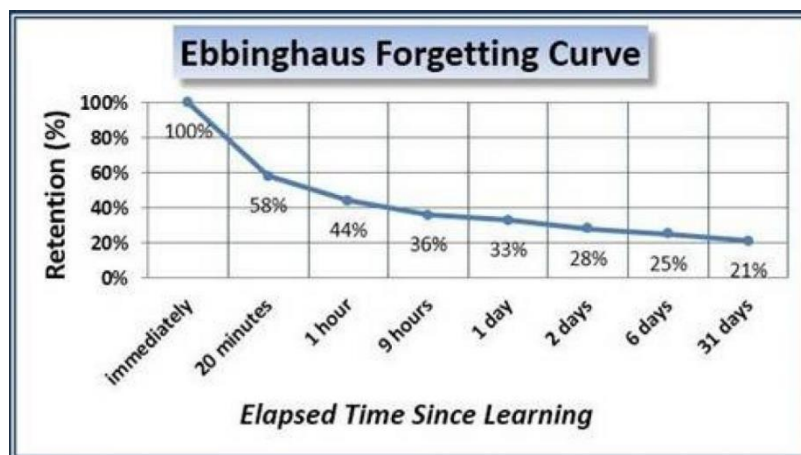
- to support them to go on to destinations that meet their interests and aspirations for the next stage of their education
- to achieve the best possible outcomes in all areas of learning and development.
- to enjoy positive healthy relationships
- to be confident, resilient, and independent learners.
- to look after their physical and mental health.
- to know that they are valued and have an equal opportunity to all aspects of school life.
- to share their views, beliefs and opinions. They know that their voice will be heard.

Oracy and Spoken Language at Church Vale

At Church Vale Primary, fostering oracy is a key priority for our students. We recognise the necessity for children to be immersed in an expansive vocabulary and to develop the confidence to utilise it across various contexts. We actively encourage our pupils to engage in debate and discussion within the classroom setting. Our goal is for the children to leverage vocabulary to articulate their feelings, which aligns seamlessly with our Zones of Regulation framework. Furthermore, we aspire for our pupils to contribute meaningfully to conversations, enriching their dialogue with depth and insight. In the Early Years Foundation Stage (EYFS), we emphasise the importance of children effectively communicating their needs. We strive to cultivate an environment where all children learn to take turns and practise active listening. Subject leaders ensure that spoken language is intertwined within our curriculum, to give children the opportunities to explore oracy.

How our curriculum was made:

We have researched many different methods of delivering a curriculum. Staff have conducted pupil voice research in 2021 and 2022 and found that the children at Church Vale enjoy lessons but struggle to retain facts further away from the time they were learnt. This links with Ebbinghaus's Forgetting Curve:



We have therefore developed a lesson structure for every subject to ensure that children's memory is constantly being reminded of previous learning. Since our school's context is that of ex mining, deprived area- we find that giving children new experiences both within and outside of the curriculum is crucial to the development of the children's academic and social learning. We pride ourselves in giving these experiences to widen the children's cultural dynamics.

We also use learning questions across foundation subjects, after a quality assurance visit, which allows for progression and links across the curriculum.

We have developed our curriculum to break down what we want the children to know (substantive knowledge) and how we'd like them to find this (disciplinary knowledge);

	Substantive Knowledge Established facts	Disciplinary Knowledge Methods of working
Semantic Knowledge The facts students need to understand	National Curriculum knowledge statements, e.g. naming parts of a cell	e.g. Observing closely Asking scientific questions Drawing conclusions Making predictions Evaluating an enquiry
Procedural Knowledge The things students need proficiency in	e.g. Circuit diagrams Making a circuit Labelled diagrams Separating mixtures Planting and growing seeds	e.g. Taking temperatures Gathering information Presenting findings Analysing results



Judging The Impact Of Your Curriculum V1.0 P

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Certain subjects have a scheme:

PSHE- One Decision- we use this because the resources and videos are great for our children to experience learning in different ways.

Computing- NCCE- we use this to give our children a broad experience to computing, using both technology and unplugged lessons. We use LEGO WeDo to teach programming skills in an engaging manner. We have Project EVOLVE and Education for a Connected World to support online safety.

Spanish- Language Angels- we use this to give the children the correct pronunciation in a fun delivery for the foreign language.

Maths- White Rose Maths- we use this mostly as a resource. Staff will add or take away lessons to meet the needs of the children. We also add 'Dig Deeper' challenges to support our most able children.

Music- We use Charanga in our music sessions which are delivered by our music specialist, Miss Lindley. The scheme is progressive from EYFS through to Year 6 and deepens knowledge on the key areas of music such as pace, beat and appraising music.

RE- we use the RE scheme developed by NATRE (National Association of Teachers of Religious Education) who ensured that the curriculum for RE meets the Nottinghamshire County Syllabus for RE in schools. See the RE Policy for more details.

What you will find in each subject:

Each subject has a progression map with key progression statements broken down across every year group. Key vocabulary for each topic is used. Themes show clear links across year groups and we embed the Church Vale Values into each topic, for example:

Possibilities-Shipping agent, freight forwarder, soldier, Construction labourer

Community – did the romans build our roads? Do we use the same routes?

Self awareness – Do I show strength? Do I follow the rules? Do I pay me way?

Church Vale Values need to play a key role in our curriculum. Each topic reflects the values we have at our school;

Possibilities – this highlights to the children the links which the content exposes them to. For example, looking at food in DT can explore farming links where children might want to find out more about farming or even want to work in the farming industry.

Self-Awareness- this is the part of our curriculum where we ask children to think about a key question which can help to explore their own beliefs. For example, in a Crime and Punishment topic, children could be asked to think deeply about understanding right from wrong.

Community- this explores links that Church Warsop has with the local people, businesses and facilities in our community. For example, in RE, children can reflect on how St Peters and St Paul's Church serves our community.

Teachers use the knowledge organisers to look at the Church Vale Values every lesson to embed our values together.

Learning Questions were developed for each foundation subject- teachers use these as the main focus of lessons. The questions are designed to be progressive both through the topic itself and across the year

groups. The aim is that Church Vale children are becoming historians, scientists, geographers, artists, designers and each skill and knowledge builds on the last.

Each subject has a planning document for teachers which shows Church Vale Values, Key vocabulary, themes, component knowledge, progression statements, why this why now, past and future knowledge and the learning is broken down in disciplinary and substantive knowledge. The document enables teachers to plan the activities which will best answer the learning question.

Each topic for each subject has a knowledge organiser which has been developed for the children to aid their learning. Children are encouraged to look at this and reflect on their learning so far.

Planning:

Teachers will use the planning document to ensure that their lessons answer the learning questions. They will use the structure of a Church Vale lesson to ensure that memory is being challenged effectively. Teachers will use assessment throughout their topics, to decide on whether the lessons are impactful and if they need to add a 'filler' lesson to the end or midway through the topic to fill any gaps in learning or misconceptions.

Lesson structure:

Step 1- recap on previous learning- this could be flashback questions from topics from previous year groups.

Step 2- recap on recent learning within the topic- this is the opportunity to look at content on the knowledge organisers and key vocabulary.

Step 3- the lesson- activities to answer the learning question. Teacher has option to add mini plenaries or a final task.

Step 4- answer the learning question- what does the class think the answer is and how do they know?

For maths - follow the plan using white rose.

Evidence:

Teachers will evidence lessons using written work, photos on SeeSaw or photos stuck in floor books. Subject leaders will monitor evidence in this way and by asking the children questions about their learning.

Assessment:

In maths, we use the White Rose Progress Checks tests termly and use the results to inform our assessments. In Reading, we use NFER termly tests to inform assessments. In writing, we use independent writes after each unit of work to assess children's writing against the TAFs.

For phonics, EYFS and Year 1 use phonics tracker to record the progress of the phonics and report to SLT.

Across school, our books are banded into colour bands. Staff record the book bands of each child as we assess and record onto EazMag to track progress.

SEND –we use smaller steps to assess children BSquared. We also use the Autism Education Trust Framework to measure the progress of children whose needs can benefit from this. These are assessments based on our in-depth knowledge of the children from gaining strong relationships.

In foundation subjects, we have ensured that each unit of work has time for an extra lesson to address areas where children have gaps in learning or have developed misconceptions. Teachers judge this through ongoing assessments using conversations with children and the evidence of work.

We record our assessments on EazMag three points of the year, at the end of every term.

Based on assessments, teachers have pupil progress meetings with DHT and create a plan for interventions and ongoing monitoring of children's progression.

Subject leaders:

Subject leaders will monitor their subject for curriculum coverage and targets they have indicated on their subject improvement plan which enforces their action plan. Subject leaders will seek CPD to help them with knowledge to lead the subject. Subject leaders work well with teachers to provide guidance and support in their subject. Subject leaders monitor the assessment of children on EazMag to check for progress and offer support for children who fall behind. Subject leaders report their findings to SLT.

SLT:

Senior leaders will support teachers and subject leaders in helping children to progress. They will support CPD needed and listen to staff. They will monitor the monitoring by asking questions and will use SLT meetings to monitor subjects and feedback to staff.