

Curriculum Policy

Audience	Parents, staff, children
Co-ordinated by	Deputy Headteacher & Curriculum Lead
Date written / reviewed	September 2024
Date of next review	July 2027
To be reviewed by	Curriculum Lead
Associated Governing Body Committee	Curriculum Committee

School vision statement:

To provide an inclusive learning community where every child matters.

Aims and Expectations:

Our school aims to embed the principles of BRICKS:

Belonging
Respect
Independence
Curiosity
Kindness
Success

School aims:

- *To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;*
- *To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self-discipline;*
- *To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;*
- *To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;*
- *To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;*
- *To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.*

This policy was written and agreed in consultation with governors and staff, and applies to all pupils who attend this school.

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Introduction:

Greswold's curriculum offer is both aspirational and bespoke and this policy helps to enable pupils to learn and be supported. It is also inclusive and designed to provide access and opportunity for all children who attend the school.

This policy also reflects the requirements of the 2014 National Curriculum programmes of study, which all maintained schools in England must teach, as well as the 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 bodies set out in the Department for Education's Governance Handbook 2020. 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 2023.

Curriculum Intent:

Our aim at Greswold Primary School is to provide the children with an engaging, relevant and empowering curriculum that equips them for today and tomorrow. Every child is recognised as a unique individual and we celebrate and welcome differences within our diverse school community thus developing outwardly aware pupils who are able to engage in learning about themselves and have an understanding of the wider world and its cultures.

Greswold believes that childhood should be a happy, social, investigative and enquiring time in pupils' lives, where there are no limits to curiosity and a thirst for new experiences and knowledge. We use our Greswold Values (Belonging, Respect, Independence, Curiosity, Kindness and Success) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Our curriculum is bespoke, so to meet the ever evolving needs of the pupil population at Greswold. However, it is regularly reviewed, amended and updated to stay relevant within the context of the school demographic, the local area in which Greswold is located as well as national and global arenas. Its delivery is also adapted to account for inclusivity and current research of teaching pedagogy.

The curriculum not only focusses on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but also recognises children's prior learning and metacognitive abilities. It endorses both individual and collaborative learning experiences and provides challenges that take them beyond the classroom combined with an emphasis on developing a positive growth mind-set to generate creative, critical and resilient thinkers. This is further complemented by use of Skills Builder, a partnership programme which focusses on developing skills to ensure children leave Greswold read for life in the wider world.

Numerous opportunities for developing interpersonal skills allows for awareness and appreciation of what others have to offer and the curriculum as a whole is structured using a cross-curricular approach which emphasises pertinent connections in subject matter adding further context, purpose and to help children to retain knowledge long term.

All children have equal access to the curriculum, through the use of Quality First Teaching, adaptive teaching and, where necessary, additional support. Teachers maintain high expectations of pupils and respond to all issues relating to equal opportunities. Staff will strive to help all children reach their full potential irrespective of race, age, ability, gender or any other protected characteristic.

Community involvement is an integral part of our curriculum offer. Greswold actively forges links with community groups, businesses and local organisations (St Helen's Church, SMBC Sustainable Travel Team, Metro Bank) to help deliver our aims, whilst also inviting parents and

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other professional visitors to school to share their expertise and add further authenticity to learning through avenues such as Community Week, Science lessons, Life Ready, etc.

Greswold always aims to be heavily involved in inter-school sporting events whilst offering an extensive extra-curricular programme. Other enhancements such as outreach and enrichment opportunities promote community citizenship whilst also broadening the wider academic and social aspects of growing up in a modern day society.

Children leave Greswold with a sense of belonging and have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners

Subject Intent:

English:

For every child to acquire the necessary knowledge, skills and understanding to be life-long learners and linguists while ensuring that every child is comfortable communicating their thoughts and ideas effectively in all settings and situations.

At Greswold, we will install a love for reading by offering a broad range of quality literature to evoke creativity whilst fostering imagination, curiosity and independence. Children will draw on their love of reading and their knowledge of different texts to aid them with producing a grammatically accurate written text, fit for audience and purpose.

See our English policy for more information on how the curriculum is devised and delivered.

Maths:

For every child to develop a sound understanding of Maths, equipping them with the skills of calculation and applying these skills to reasoning and problem solving tasks that they will use beyond school, in real life.

At Greswold, we will provide exciting, ambitious and empowering learning that develops resilience in pupils through the use of Growth Mindset. Our Maths curriculum is devised in a way that allows children to store knowledge to long term memory. We give children the opportunity to apply their maths skills that allow them to see how it is used in real life situations. We use curriculum enhancements, such as extra-curricular activities and theme days, to provide opportunities for children to apply and develop personal, social and academic skills.

See our Maths policy for more information on how the curriculum is devised and delivered.

Science:

Here at Greswold, we want all pupils to be enthused and inspired by the Science lessons we offer. We aim to provide Quality First Teaching and a broad, engaging curriculum that will equip pupils with the enquiry skills and rich scientific knowledge as a foundation for understanding the world.

Pupils are encouraged to be curious learners, ask questions and draw conclusions through practical lessons. Linking science in the classroom to science in everyday life allows children to see its relevance and understand its importance beyond school life.

Science at Greswold is underpinned by our vision that was created by staff and children.

- Children understand the purpose of their learning and make links to their own lives.
- Children are engaged, excited and enthusiastic about their learning.
- Learning sparks awe, wonder and curiosity from the children; children are inspired.

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- Practical learning opportunities lead to children leading their own investigations and asking their own questions.
- We use a range of resources and explore our outside areas.

Art & Design:

We strive for every child to experience freedom of expression, creativity, subjectivity and explore their individuality. Children will know about great artists both in the past and present, and make links with art and cultural change as well as utilising and exploring local artists. They learn a range of skills and have access to wide variety of medium to create artwork that they are proud of.

At Greswold, we are extremely proud of the children's artistic talent and their work is displayed throughout the school. We have art projects to enhance our school environment, such as corridor murals and galleries, which are designed and made by our children. We participate in national and local competitions and initiatives so children's work can be also seen in the local community.

Computing:

At Greswold, we intend that our pupils develop key knowledge, skills and understanding within Computing lessons so they can use technology effectively and responsibly for a range of practical purposes. Our pupils will be taught Computing in a way that ensures progression of skills and follows a sequence to build on previous learning. Through their time at Greswold, our pupils will be introduced to the fundamentals of computer science so they understand the principals of how computers and networks work. They will be taught to solve problems, create algorithms and use different hardware and software to be creative. We intend that our pupils will act in a way consistent with our school values when using technology, being mindful of how their behaviour, words and actions can affect others. Our Computing curriculum explores the benefits of using technology and how it is integrated into modern life, however also prepare our pupils for hazards they may face. We aim to make Computing a subject that inspires curiosity and that some pupils will go on to have careers in the field.

See our Online Safety policy for more information.

Design and Technology:

Every child will use their imagination and creativity, combined with their initiative and the influence of their surrounding environment, to design and make a wide range of products within a whole host of contexts relating to cross-curricular learning, the wider school community and their local area.

Children will build and apply the knowledge and skills needed to design high quality products. They are given the opportunity to understand nutrition and learn how to cook. At Greswold we want children 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.

Geography:

Our Geography curriculum has been thoughtfully developed to ensure a well thought out approach based on a knowledge and skills curriculum as well as developing subject specific vocabulary. Our key questions have been coherently planned to facilitate cross curricular links with a range of other subjects to help add context to learning. Our school is located near some rural areas and close to Birmingham which enables pupils to have opportunities to visit or learn about geographical places of interest, mostly around the local area, the United Kingdom and Europe. Our Geography curriculum understands that our pupils need to experience the wider world and develops their fascination about the wider world, its people, settlements, climate and places.

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Our Geography curriculum teaches our children to appreciate the relationship of human and physical geography; how humans affect the environment and how the environment impacts them. Children will master technical skills such as map reading (including scaling, orientation and direction) and be able to relate abstract representations to real life features. They will undertake regular field work to apply their skills and be able to compare different areas of the world with their own locality.

History:

Our History curriculum has been thoughtfully developed to be ambitious and empowering. Through the careful planning of engaging topics, children create long lasting memories of their learning. Our key questions have been coherently planned to stimulate pupils' curiosity in the world around them and promotes a respect for beliefs, behaviour and characteristics of people and events from the past whilst encouraging critical and creative thinking.

We provide children with opportunities to explore local historical areas of interest, for example Warwick Castle, RAF Cosford and Blists Hill. Our History curriculum understands the importance of the Historical world and the people who have left a legacy on the way that we live today (eg. Roman names and buildings, Iron Age settlements and Ancient Greek democracy.)

Pupils draw upon prior knowledge and identify key links with historical time periods, events and significant individuals studied in previous years. 5 Historical skills are also developed upon: Chronological awareness, knowledge and understanding, historical enquiry, Historical interpretation and communicating and presenting.

Knowledge of specific time periods are further developed through our wider curriculum. Our topics have been coherently planned to develop a range of cross curricular links between History and wider foundation subjects. Our writing curriculum also has links with the History long-term planning so that pupils can use and apply their historical knowledge, understanding and skills across a range of genres. Deliberately planned writing activities provide excellent opportunities for pupils to be creative and as a result, we intend for pupils to make long lasting memory links to progress on to the next stage of their education and future life experiences.

Modern Foreign Languages:

Modern Foreign Languages should be a chance for every child to experience and gain an appreciation of the many languages around the world alongside societal awareness and an opening to other cultures. At Greswold, we want to lay the foundations for learning further languages and empower the children with the opportunity to travel, study and work abroad in the future. We want our children to gain solid language-learning building blocks in speaking, listening, reading and writing.

Through teaching and learning in engaging and inspiring ways, we hope to enable pupils to express ideas and thoughts in another language and respond to its speakers, both in speech and in writing. Children will learn to communicate for practical purposes, using their knowledge of phonology, grammatical structures and vocabulary. More importantly, we want to provide them with a thirst, curiosity and enthusiasm for language learning - we will help children learn in an area they may never have experienced or attempted before, creating a great sense of self-esteem and success.

Please note that our curriculum for Modern Foreign Languages begins at the start of Key Stage 2 in Year 3.

Music:

Music is important in the rounded development of children and supports far-reaching learning skills that aid all other school subjects. Music expresses emotions, moods, settings and stories. At

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Greswold we want to foster a love of music and singing. Every child will experience a wide range of styles and traditions of music through singing, listening and appraising in music assemblies. World Music and Community and World events are included in Music Appreciation as they arise, e.g. Football World Cup countries, Black History Month, etc. Children will develop the ability to explain what they like and why and acquire knowledge of influential people in music, both historical and current. Music is promoted through school productions, class music lessons and extra-curricular opportunities following children's interests. Children will learn to play, perform, read and create music. Throughout their time at Greswold, the children will focus on the key musical skills of rhythm, beat and pitch in conjunction with dynamics, duration and tempo.

In KS2 all children are offered the opportunity of having instrumental lessons on a wide range of instruments with visiting specialist teachers from the Solihull Music Service.

Physical Education:

We aim for every child to develop a love for and to succeed in sport. Through our supplementary use of the Real P.E scheme, we provide opportunities for pupils to become physically literate through embedding the fundamental movement skills in a way which nurtures children to become resilient and push for their personal best. We provide our children with opportunities to compete in sports to build character and help to embed core values such as fairness, respect and team work. We strive to ensure that every child exceeds their potential and leaves Greswold with the physical knowledge they need to pursue sporting challenges and lead healthy active lifestyles during their years at Secondary and beyond.

We work hard to ensure children understand exercise as part of a healthy lifestyle and use initiatives such as The Daily Mile or Dash to promote this. As well as having expert sports' coaches delivering lessons, we offer a range of extra-curricular sports clubs throughout the day lead by the same experts to increase children's enjoyment. Our curriculum is also purposeful and is designed to provide context for participation in annual inter-school competitions, especially in KS2.

Personal and Social Development:

At Greswold, we believe that PSD is crucial to enable every child to have an age-appropriate toolkit of knowledge and skills that will help them navigate their world and keep themselves safe. We want them to be able to develop positive relationships with themselves and others, whilst building their resilience and nurturing their mental and physical health. Our aim is to provide pupils with empowering opportunities to boost their self-esteem and confidence by promoting mindfulness. SMSC is at the heart of our PSD curriculum which gives children specific opportunities to explore and respect the range of attitudes and values in society and school values (BRICKS). By the end of their time at Greswold, children will have a range of skills which prepare them to be successful, independent citizens who can belong to their communities.

Religious Education:

We wish for every child in our school to gain knowledge about and have an understanding of the multi-faith society in which we all live. With our own BRICKS values at the heart of the RE curriculum, children learn about different beliefs, world views and practices and how to strengthen relationships between them. Children learn from each other, their teachers and those around them - we invite and encourage input from the community wherever possible. We hope our pupils will develop an understanding of the points of views and practices from people of the same faith, different faiths and of no faith. In so doing, we aspire to encourage children to deepen and grow their own spiritual, moral, social and cultural development as either theologians, philosophers and/or sociologists. In conjunction with this, our BRICKS values promote a sense of curiosity whilst showing respect and understanding that we all belong to the same school, country and shared earth.

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Through giving children the tools to understand their own spiritual identity, we want the RE curriculum at Greswold to empower children to adhere to moral values and learn to play their part as well-grounded, confident citizens in our wonderfully diverse society. Children share, compare, celebrate and find common ground with their peers as we celebrate world-views and learn to understand the important role that we all have to play in promoting community cohesion.

Curriculum Implementation:

Organisation and planning:

Our year group long term plans and curriculum documents specify the topics and units of work that children will be studying, along with identifying the National Curriculum objectives being met. The progression of skills and knowledge within subjects are also mapped out by subject leaders to help build on prior learning and avoid unnecessary repetition of specific objectives within subject curriculum documents. Short term plans are then devised by subject leaders in collaboration with class teachers to deliver the key knowledge and skills that children will acquire, in order to assess end points effectively.

Over the course of an academic year, every child has the opportunity to experience the full range of National Curriculum subjects. Staff use their expertise to pull together areas of learning from different curriculum subjects which contain similar themes or links, where this is beneficial to learning. This allows for a more creative, inter-connected and cross curricular approach to learning and encourages children to apply skills in a variety of ways, where relevant links are made. It adds further context and purpose to lessons and promotes the retaining of longer term knowledge. Curriculum plans are written to ensure coverage of the National Curriculum in foundation subjects. They include learning intentions and activities and are designed so that all children can aspire to and achieve curriculum outcomes (end points).

In 2023/24, subject leaders collectively identified the ultimate end point for each subject, exploring in depth the key skills, behaviours and knowledge a child should be able to demonstrate in a single subject discipline by the end of their time at Greswold. Curriculum leaders then identified the main curriculum 'drivers' for subject-level and whole-school level curriculum development, these drivers are:

- Knowledge
- Skills
- Locality and Context
- Aspirations (including future careers)
- Vocabulary
- Enrichment and Outdoor Learning

Our staff have ensured our curriculum incorporate the locality, incorporating elements of the school's outdoor environment as well as other aspects of the area. For example, the Forest School area providing the perfect learning stimulus for Den Building in Y3 D&T and development of Solihull from Victorian times in Year 5 along with utilising local venues such as St Helen's Church to add authenticity and context to the annual Harvest Festival. Our curriculum is extended and enhanced for all through a variety of enrichment activities including day visits, cultural experiences and themed days. We also offer lunchtime and after school clubs, which are available throughout the school year. Attendance at the clubs is monitored and pupils are consulted to ensure our offer meets their needs. Our curriculum enrichment offer is shown through 'The Greswold Journey' (see Appendix 2).

EYFS:

At Greswold, the Early Years Foundation Stage encompasses the Nursery and Reception classes. The Early Years Foundation Stage is about developing key learning skills such as listening, speaking, concentration, persistence and learning to co-operate with others to prepare children for Key Stage 1 of the National Curriculum. The EYFS framework includes 7 areas of learning and development that are inter-connected. However, 3 areas known as the prime areas

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are seen as particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In all parts of our Early Years provision we promote that every child is unique, and able to be resilient, capable, confident and self-assured. Staff recognise that children develop and learn in different ways and at different rates. We have created an attractive and stimulating learning environment where children feel confident, secure and challenged. Our EYFS classrooms and learning spaces are organised to allow children to explore and learn securely, safely and independently. There are areas where the children can be active or complete tasks more quietly. At Greswold our EYFS classes have access to a wonderful outdoor space. Being outdoors offers the children the ability to explore, use their senses and be physically active and exuberant, developing not only their gross motor skills but also further supporting all areas of learning. Play-based learning is paramount and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We respond to each child's needs and interests, guiding their development through warm, positive interaction.

Key Stage 1:

Initially, in Key Stage 1, we emphasise the importance of building on the child-initiated ethos of the Early Years Foundation Stage principles. This is particularly evident in year 1 where activities are designed to be active, practical, inspire a greater sense of independence and utilise the children's curiosity. Actions, rhymes, songs and music are regularly used to impart learning while children are also taught in focused groups to further aid the children's smooth transition from Reception. Children's learning evolves throughout the phase, enabling pupils to start making more choices about their own learning as lesson delivery evolves to receiving input as a whole class, fostering our school value of independence and preparing them for the next stage in their education. However, the promotion of collaboration and being practical is maintained in year 2.

Classrooms in Key Stage 1 are set up to allow the children to work both independently and collaboratively with one another. Resource accessible spaces allow lessons to be practical and engaging. The children also have access to the outdoors which helps to children adapt their approaches and apply their learning to different contexts.

Key Stage 2:

In Key Stage 2 we use a variety of approaches to further build on independence and perseverance as well as children's own curiosity. Lessons and activities are devised to engage and empower the children. In Lower Key Stage 2 teachers continue to account for the needs of the children and their learning styles to plan and deliver learning effectively. Adaptive teaching is used by teachers to adjust elements of lessons to ensure all children are successful and achieve the learning objective. Interventions are then utilised to support pupils who require additional consolidation.

At Greswold we feel it is important that teachers do not direct every piece of work, in terms of ideas and preferred layout, but simply provide the building blocks for the children to explore each avenue to eventually find the route that suits them best – all the while achieving the same outcomes as those around them. This sense of empowerment is further embodied in the use of learning

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objectives and success criteria which both helps to promote aspiration whilst allowing children the chance to self-assess their own progress thus sustaining independence.

At Greswold a wide variety of teaching and learning approaches and styles are used to promote pupil engagement in curriculum delivery. Opportunities are also identified to enable pupils to further develop their metacognitive abilities. Staff regularly utilise a range of high quality resources to encourage independent learning and to inspire pupils. The use of the whole school environment, both inside and outside, enriches the curriculum and Greswold takes advantage of partnerships with parents and local, national and global communities when these will create real and meaningful contexts for children to retain vital aspects of learning. It also adds further elements of diversity to everything we do as part of our curriculum offer. Perfect examples of these include our whole school Community Week and the Ready for Life work done in year 6, both opportunities for community leaders and professional visitors to visit and work with pupils.

Inclusion:

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

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

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, and ensure that there are no barriers to every pupil achieving. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the key stakeholders such as the child's parents and the SENDCo. If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice 2015 (updated 2020).

In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation as guided by the SENDCo. 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, while celebrating their first language too.

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

Small group or 1:1 intervention is continually used by class teachers and support staff to ensure pupils maintain at least sufficient progress, against their prior attainment, throughout their time at Greswold. All interventions are collated on Provision map and the effectiveness of these rigorously evaluated and adapted by staff on a rolling basis and reviewed at termly Pupils Progress Reviews. These reviews, conducted by members of SLT, also serve the purpose of identifying additional approaches and strategies to overcome any barriers to learning encountered during the term.

Assessment:

At Greswold Primary School, ongoing assessment is an integral part of the learning and development processes. Staff use an array of approaches to identify every pupils' level of achievement, interests and learning styles. These observations are used to shape future planning and plan for possible intervention. Staff regularly participate in both internal and external moderation to ensure internal and statutory judgements are accurate. A written school report is made available to parents annually in the summer term. Parents are invited to Parent/Teacher

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Consultation meetings in the autumn and spring terms. The Governing Body receives regular reports on the children's attainment compared to the national picture and similar schools and the children's prior attainment.

EYFS:

At the beginning of Reception baseline assessments are completed to ascertain each individual child's starting point on their learning journey. Throughout EYFS, we record and review the child's progress through our online Tapestry Learning Journals. The profile reflects ongoing observations and discussions with parents and/or carers. In the summer term we provide parents and/or carers with a written summary of the child's development, highlighting the areas in which a child is progressing well and the areas in which additional support is needed. Pupils are assessed against the 17 early learning goals, across all 7 areas of learning in EYFS. indicating whether they are:

- Not yet reaching expected levels ('emerging')
- Meeting expected levels of development

Language Link is also used to assess all children at the beginning of Reception to help identify and support children with difficulty understanding spoken language. Intervention groups are then established for any children who need further support.

KS1:

Throughout Key Stage 1 children are assessed against the individual core and foundation subjects. In Maths, English and Science, assessments are conducted half termly against statutory assessment frameworks and/or learning objectives. Success Stories for each foundation subject are also generated half termly to demonstrate the effectiveness of delivery, engagement and learning in relation to statutory requirements. In Year 1 we also continue to assess children using our online Tapestry Learning Journals. In June children take the Statutory Phonics Screening.

In the summer term we provide parents and/or carers with a written summary of the child's attainment, highlighting the areas in which a child is progressing well and the areas in which additional support is needed. Pupils are assessed against the National Curriculum, indicating whether they are:

- Working towards expected standard
- Meeting expected standard or,
- Working above the expected standard

KS2:

Throughout Key Stage 2 children are assessed against the individual core and foundation subjects. In Maths, English and Science, assessments are conducted half termly against statutory assessment frameworks and/or learning objectives the teaching objectives. Success Stories for each foundation subject are also generated half termly to demonstrate the effectiveness of delivery, engagement and learning in relation to statutory requirements. We also use Accelerated Reader to support learning and assessment in reading. In May Year 6 are assessed by the Statutory Assessments in Reading, writing, grammar and spelling (GAPS) and Maths.

In the summer term we provide parents and/or carers with a written summary of the child's attainment, highlighting the areas in which a child is progressing well and the areas in which additional support is needed. Pupils are assessed against the National Curriculum, indicating whether they are:

- Working towards expected standard
- Meeting expected standard or,
- Working above the expected standard

SEND:

In addition to the above assessments, pupils on the SEND register are assessed each term using the Mosaic SENCo Network Assessment Grids or the EYFS Solihull SEND Assessment Framework. This breaks down each area of learning into much smaller steps to enable staff to celebrate successes and identify next steps to support learning.

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Curriculum Impact:

Greswold Primary School places the learner at the centre of the curriculum. As a result of the education pupils receive, they leave Greswold academically and physically prepared; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to a community and how to endeavour to be the best they can be. They have a clear understanding of complex values like equality, friendship and trust, demonstrating tolerance, as seen in the daily interaction of all members of our community, including staff and children. They are able to decide what is right and what is wrong, and are resilient to the influence of others. Pupils take pride in all that they do, always striving to do their best. Greswold learners are the owners of their own destinies, ready to continue life in secondary school, modern Britain and the world.

Evidence:

The impact of our bespoke curriculum is evidenced as follows:

- **Children enjoy their learning and actively engage**
As seen in: lesson observations, Learning Walks, pupil interviews, creative half termly home learning challenges, book scrutinies, Floor Books, use of the Adaptive Teaching, work on display, school reports, Pupil Passports, Success Stories, Latest News on school website, presentation of work by children at events such as assemblies, school productions and performances.
- **Children develop their own interests, skills and strengths through a range of learning opportunities**
As seen in: lesson observations, pupil interviews, creative half termly home learning challenges, book scrutinies, use of the Adaptive Teaching, work on display, school reports, Pupil Passports, Success Stories, Latest News on school website and presentation of work by children at events such as assemblies.
- **Children tackle challenges confidently and know when and how to get help**
As seen in: lesson observations, interviews with pupils e.g. discussions held annually in cross year groups with staff / governors, many children pursue work to an exceptional / exceeds expectations level, school reports, Pupil Passports, Success Stories and HRBQ surveys.
- **Children feel safe to try new things**
As seen in: lesson observations, Learning Walks, interviews with pupils e.g. annual Pupil Voice, subject leader interviews, School Council, completion of creative home learning, finished class work, work on display, school reports, Pupil Passports and HRBQ surveys.
- **Children's individual needs are met within the environment using high quality first wave teaching, supported by targeted, proven interventions where appropriate**
As seen in: lesson observations, Learning Walks, daily intervention groups, Provision Map, half termly pupil progress meetings, Pupil Passports, Success Stories and individual's Mosaic SENCo Network Assessment Grids (this breaks down each area of learning into much smaller steps to enable staff to celebrate successes and identify next steps to support learning).
- **Children make strong progress and close attainment gaps through rigorous assessment and tracking of performance to inform classroom practice**
As seen in: internal data analysis, results of statutory testing, School Improvement Adviser reports, Provision Map, Pupil Passports, Success Stories, individual's Mosaic SENCo Network Assessment Grids, pupil progress meetings, feedback on learning in books and use of HLTA and TA support.
- **Children participate in extra-curricular activities with enthusiasm**
As seen in: lunch time and school clubs, extra-curricular club registers, KS2 inter-school sports' participation data, School Games Sportsmark result, register of those not attending clubs – encouraged to do active kids at lunch times, Latest News on school website, competition results and awards and positive feedback from both parents and events' coordinators.
- **Subject Leaders are aware of the strengths and areas for improvement and use this information to produce purposeful action plans that continue to develop our curriculum.**
As seen in: action plans, subject overviews, medium term planning, subject intent (as published on the website), Latest News on the school website, Performance Management reviews, monitoring feedback from lesson visits, work scrutinies and through instructional coaching.

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Monitoring arrangements:

Greswold uses rigorous monitoring throughout the year to gauge the impact of our curriculum design. The School Self Evaluation timetable ensures that monitoring is balanced, spread out across the year and that the results from monitoring feed into the SIP. The senior leadership team have an overview of this and decide key areas to prioritise based on actions from the SIP and results of monitoring tasks.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meetings with the school council
- Curriculum specific Governor meeting updates

The headteacher, senior leadership and curriculum leader monitor teaching and learning opportunities through:

- Learning Walks
- Lesson observations
- Performance management meetings
- Pupil interviews
- Data Analysis

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed. Subject Leaders monitor the way their subject is taught throughout the school through:

- Planning scrutinies
- Book scrutinies
- Pupil interviews

Class teachers:

Class Teachers have the final responsibility to produce class specific short term planning for their pupils. They also have responsibility for:

- The standards their pupils achieve
- The progress they make and the evidence of this learning
- Assessment of each curriculum subject

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
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Greswold Curriculum Policy

- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- 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 SEND

Curriculum Leader:

Curriculum Leads will work in conjunction with the senior leadership team to ensure that the school curriculum is implemented in accordance with this policy, including:

- Overseeing the whole school curriculum, ensuring policies are up to date, collating and analysing information and reviewing Success Stories and curriculum end points.
- Working in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.
- Directing and disseminating information to subject leaders and wider staff including through professional development delivery, monitoring, coaching and ongoing support.
- Support with undertaking of monitoring at a whole school level.

Subject Leaders:

Are responsible for providing a strategic lead and direction for the subject by:

- Keeping up to date with developments in their subject, at both national and local level
- Undertaking regular monitoring of intent, implementation and impact of their subject
- Reviewing the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned for and seen within books
- Planning for improvement in the subject linking to whole-school objectives
- Supporting and offering advice to colleagues on issues related to the subject
- Monitoring pupil progress in that subject area
- Providing efficient resource management for the subject

Review:

Usually this policy will be reviewed every 3 years by the Senior Leadership Team. However, on this occasion, due to changes in subject leadership, it will be reviewed within a year. At every review, the policy will be shared with the full governing board.

Links with other policies:

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEND and inclusion policy and information report
- Equality information and objectives
- Feedback on learning
- RSE policy
- PSD Policy
- Anti-bullying policy
- SEMH and Emotional Literacy policy
- Food in Schools policy
- Physical activity policy
- Drug Education

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Glossary:

EAL – English as an Additional Language

EYFS – Early Years' Foundation Stage (Nursery and Reception)

KS1 – Key Stage 1 (Years' 1-2)

KS2 – Key Stage 2 (Years' 3-6)

HLTA – Higher Learning Teaching Assistant

TA – Teaching Assistant

PSD – Personal and Social Development

PSHE – Personal, Social and Health Education

RSE – Relationships and Sex Education

SEMH – Social, Emotional Mental Health

SEND – Special Educational Needs and/or Disabilities

SENDCo - Special Educational Needs and/or Disabilities Co-ordinator

SIP – School Improvement Plan

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Appendix 1: Curriculum Vision 2024-2027

Year 1: 2024/25

- Final part of curriculum planning updated by subject leaders to ensure that outcomes (end-points) are clearly defined within planning.
- Sharing best practice and joint practice development a key focus for subject leadership. Joint monitoring and development to take place. Subject leaders supported to articulate areas of responsibility.
- Outdoor learning introduced as part of the curriculum offer at Greswold.
- Staff continue to develop evidence-informed approaches to teaching supported by ongoing CPD and instructional coaching to drive forward improvement in teaching.
- The Greswold Journey implemented as a passport of enrichment which all children are entitled to.
- **RE and PSD to be focus subjects for the year** – prioritised leadership time, CPD and INSET, monitoring and support to ensure that these subjects develop and improve over time.
- Oracy and vocabulary across the curriculum a priority for the year.
- Diversity and inclusion is a key focus for improving the Greswold curriculum this year.



Year 2: 2025/26

- Review the effectiveness of success stories as a tool for assessment within the foundation subjects, four years on.
- Retrieval practice, usage of knowledge organisers and vocabulary instruction embedded across the curriculum.
- Instructional coaching continued to embed for teaching and support staff.
- Joint practice development is facilitated through faculty teams and professional development.
- CPD to support subject leaders and those with posts of responsibility to self-evaluate and articulate subject areas clearly for Ofsted inspection and deep dives.
- Sustainability a key driver within the curriculum.
- **Focus Subjects: Geography, PE and Music.**



Year 3: 2026/27

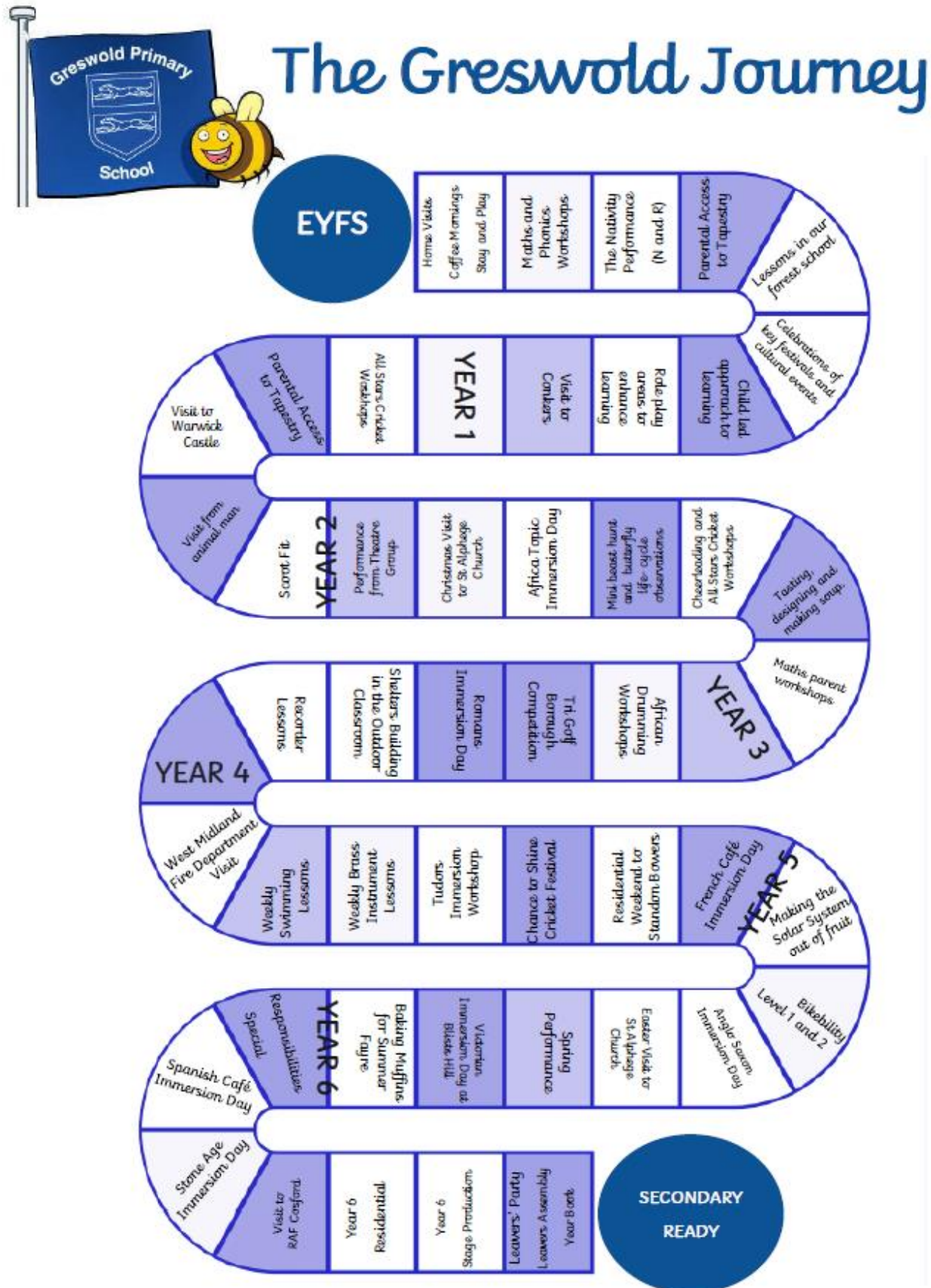
- Curriculum review to take place taking into account the views and thoughts of all stakeholders. This will include a review of curriculum enrichment, enhancement and SMSC.
- Assessment within the foundation subjects is used to inform subsequent teaching and learning including planning adaptations.
- Consider 'kitemarks' / 'quality marks' for key curriculum areas.
- Coaching embedded as a key form of curriculum and professional development.
- Outdoor learning and sustainability embedded at Greswold.
- **Focus Subjects: Art & Design, MFL and Computing.**



Year 4: 2027/28

- **Focus Subjects: Design & Technology, Science and History.**

Appendix 2: The Greswold Journey



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Sporting Opportunities

Scout Fit
Cheerleading
Chance to Shine Cricket
Rowing
Rounders
Sportshall Athletics
Borough Sports Athletics
Girls and Boys Football
Cross Country
Basketball
Swimming
Tri-golf
Dodgeball
Personal Best Competition
Tag Rugby
Bikeability



Christmas Fayre with Santa

Annual Summer Fayre
Mothers' and Fathers' Day Gift Shops
Parent Coffee Mornings
Nearly New Sales
Disco/Film Nights

Extra Curricula Clubs

French
Basketball
Gymnastics/Dance
Dodgeball
Tennis
Cooper's Outdoor Learning

Whole School Events

Weekly STAR assembly
House Point Celebrations
Science Themed Day
Key Stage Summer Sports Days
Harvest Festival at St Helen's Church
Skills builder Challenge Days
World Book Day
Writing Events
Walk to School Week
Kindness Week



Interschool Clubs

School Council
Eco Council
Language Ambassadors
Librarians
Play Leaders

Facilities

Library
Outdoor Classroom, Pond and Forest Area
Outdoor Gym Equipment
2 Halls
On site kitchen

Music Tuition

Guitar
Violin
Drums
Keyboard
Brass
Choir



Grey Hounds : wrap around and holiday care