



Curriculum Policy

Governors approved on: September 2021

Reviewed on: September 2024

We ASPIRE

We RESPECT

We ENJOY

We A.R.E Norwood

The vision of the curriculum at Norwood Primary School:

At Norwood we pursue excellence and are striving to prepare our children as world citizens of the 21st Century. In order for this to be achieved our children need high levels of literacy and numeracy.

We recognise and maintain Charitable links. As well as seeking awe and wonder.

We are preparing our children for their future adult lives whatever they maybe.

We use the national curriculum guidelines in order to develop the knowledge part of the curriculum. Our aim is to make the curriculum relevant and exciting to our children, with purposeful outcomes that they care about achieving.

We aim to inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment. Ensuring that all meet their individual aspirational targets (E.g., PP, SEN, EAL).

We want our children to have a love of learning, feel passionate and feel ownership of the outcomes.

We integrate the individual subjects into topics that engage our children and provide a clear context for their learning.

We want to keep our children safe, happy and learning every day.

Curriculum Intentions



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Our teaching intentions are:

Teaching Intentions	Purpose of the learning is made explicit leading to outcomes
	Modelling
	Questioning and enquiring
	Challenge for all and support where necessary
	Continuous formative assessment
	Moderation of assessments and judgements

Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum.

Teaching is based on a clear understanding of cognition and learning.

Teachers have deep knowledge of the subjects they teach.

Teachers monitor learning and provide feedback.

The classroom climate created by teachers inspires and motivates all pupils.

Pupil groupings are flexible and not solely driven by perceived “ability” or prior attainment.

Developing strong partnership with parents and carers that influence learning at school and home.



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Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning.

Implementation

Subject leaders at all levels have clear roles and responsibilities to carry out their roles in curriculum design, delivery and champion their subject.

Every subject has clear progression of skills, from Year 1 to Year 6. Great emphasis is put on ensuring that all needs of our children are addressed e.g., EAL, PP, SEN and greater depth.

In Maths, White Rose planning is used to support learning.

In English KLIPS is used for Writing and LAPS for Reading. A systematic synthetic phonics programme (Letters and sounds) is used in Years R -2 and in Years 3 and 4 for any children who need further support.

In foundation subjects, our own scheme has been created based on national curriculum and school needs. These are predominately topic based, with subject specific drivers. On the whole, subjects are taught in isolation on a two-week rota
Art and DT weeks occur every term.

Assessment systems are clearly in place and are designed to shape future learning, through analysis of tests and data. All teaching relates to AFL policy.

Curriculum is covered continuously, not only through day-to-day teaching, but also through the school through educational visits. Including residential visits, visitors, assemblies, extracurricular clubs, learning outside classroom, responding to events in the news and charity days.



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Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in these areas:

Impact

Children make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard.

Assessment documents show that knowledge and skills are embedded throughout the curriculum. Through formative and summative assessment.

Personal and social skills.