



Curriculum Policy

Agreed by Governors: Autumn 2022
To be reviewed: Autumn 2024

'Our vision at Dothill is to provide, in partnership with the school community, a safe, happy and cooperative environment in which our unique pupils live our school values and face challenges with confidence, aspiring to excel.'

(Dothill vision statement)

Introduction

At Dothill we are passionate about teaching and learning. We seek to provide learning opportunities which are challenging and enjoyable. As a school, we identify, support and challenge pupils at all stages of their learning in order to maximise their individual potential. We aim to create a sense of resilience, independence and resourcefulness in all our pupils. Pupils are taught to understand that learning is a lifelong skill; one that makes a difference to their lives now and in the future. Ensuring that our children are active learners enables them to achieve to their highest potential.

Values:

At Dothill, we believe that all children and adults in our school community should be valued and their differences celebrated.

Be Your Best!

Live the Dothill Values:

**Happiness, Respect, Responsibility, Creativity,
Honesty, Enthusiasm, Confidence, Kindness,
Cooperation and Fairness.**



We aim for our school to be a positive and happy place, where we bring out the best in everyone and where the efforts and contributions of each person are encouraged, recognised and celebrated. We believe that every child matters. All pupils should feel fully included in their learning, able to access all aspects of school life and make a positive contribution, because their individual needs are met.

We provide opportunities for our children to explore and enjoy learning in a variety of ways, to learn from their mistakes and use their knowledge and skills creatively across the curriculum and beyond.

Intent

At Dothill, we aim for all our children to leave school equipped with key knowledge, which enable them to be resilient, confident, respectful, safe, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer.

Cognitive Science tells us that nothing has been learned until it is in your long-term memory. Our curriculum is built on this principle. Learning is a change to long-term memory and our aims are to ensure that our pupils experience a breadth of study and have, by the end of each key stage, long term memory of an ambitious body of procedural and semantic knowledge.

Our curriculum is a knowledge-led progression model. Through our curriculum, we intend to teach the key concepts within a specific subject progressively upon secure previous knowledge within a broadly context-based framework. This will enable children to revisit and build upon the key concepts at an increasingly deeper level as they move through the school. In this way, children will have the opportunity to make increasingly complex connections in their learning across a range of contexts. This will result in rich, deep, transferrable learning.

We place emphasis on a curriculum that develops the whole child. Through our core values - happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness - we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions in life that show their understanding of right and wrong.

Our context-rich curriculum, which has high expectations for all, is mapped to include full coverage of the National and EYFS curriculum. It provides a broad range of learning experiences for our children, which deepen their understanding of the Local, British and Global Community. Our curriculum offer is designed and adapted, in order to challenge, engage and motivate our learners to take responsibility for themselves and others. It is built upon a strong, emotionally literate and morally responsible foundation. This will equip our pupils with the knowledge and understanding, behaviours and attitudes necessary for success in their next stage of education, their future employment and for their adult life in an ever-changing world.

Implementation

For all year groups, we have overviews that map out knowledge progression of the curriculum offer; these include all the subjects in the National Curriculum so that our children access a broad and balanced curriculum offer.

The curriculum offer is implemented in a consistent manner by ensuring that excellence in teaching and enjoyment in learning go hand in hand and lay the foundations for success in later life.

Using our curriculum overviews as a starting point, we develop our medium-term unit plans and short-term planning to ensure coherent coverage of key knowledge and concepts and clear progression routes over a sequence of lessons. This allows for prior learning to be systematically built upon and key knowledge to be revisited.

Planning is supported by subject progression documents so that lessons give children the opportunity to use and apply the knowledge they are developing so that they know more and understand more.

Across the curriculum, children are given regular opportunities to explore, question, investigate, evaluate, and reflect on their learning. These crucial experiences strengthen children's subject knowledge and embed life-long skills.

A range of visits or visitors into school are linked to each theme - these are organised by teachers, in order to offer a range of experiences that help to broaden understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning.

Assessment is woven throughout the curriculum. Summative and formative assessments are used well by staff to check pupil's understanding of knowledge and key concepts. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort. Assessment tasks are used daily (recall starters, rapid recall of knowledge, fluent in four) in strengthening memory by providing children with the opportunities to 'struggle' and make a sustained effort in trying to retrieve information, the process of which strengthens their memory. It is through this effort within tasks that strengthens memory recall and creates the strongest connections in their learning.

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their area effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. Working with the senior leadership team, they are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors, regularly review and quality assure the subject areas to ensure that they are being implemented as intended and that coverage, curriculum, breadth and balance is adequate.

To ensure we implement our curriculum intent well, we ensure that our children are invested in their learning and making a positive contribution to the planning and design of our curriculum. We regularly encourage pupils to articulate their learning journey and understanding of the curriculum. This ensures that our children are actively involved in their learning, enabling them to deepen their understanding and develop retrieval strategies.

Impact

As a result of our curriculum, most children who leave our school:

- have a strong web of knowledge across the curriculum subjects that is deep, durable and transferable from one context to another
- can retrieve knowledge and make connections between contexts
- can apply their knowledge across a range of subjects
- can think deeply about important concepts
- can apply their knowledge and use it to solve problems and generate creative solutions
- are creative, innovative and can think critically
- are sympathetically aware of other people's feelings; they include all pupils and celebrate differences
- are able to make deeper connections in their learning as a result of their access to experiences through our school that they would not otherwise have had
- are able to think critically about the knowledge they have gained and make emotionally literate and morally responsible decisions/choices
- have a good understanding of the importance of physical activity and use this knowledge to develop a life-long habit of being active
- have the knowledge and resilience that they need to resist potential risks in order to keep themselves and others safe

Our children grow up being able to make a positive contribution to the world in which they live.

Curriculum Aims:

- To promote a positive approach towards learning where curiosity, independence and enquiry are actively promoted
- To enable children to be creative and develop their own thinking
- To support pupils with strategies when they make mistakes and to help them understand how to learn from failure
- To appreciate and celebrate all people in our multi-cultural society
- To help them understand Britain's cultural heritage and the values of Britain
- To have an awareness of their spiritual development and to be able to distinguish right from wrong
- To help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and other people in order to be able to live and work co-operatively with each other
- To teach children the 2014 National Curriculum whilst encompassing our curriculum values and aims

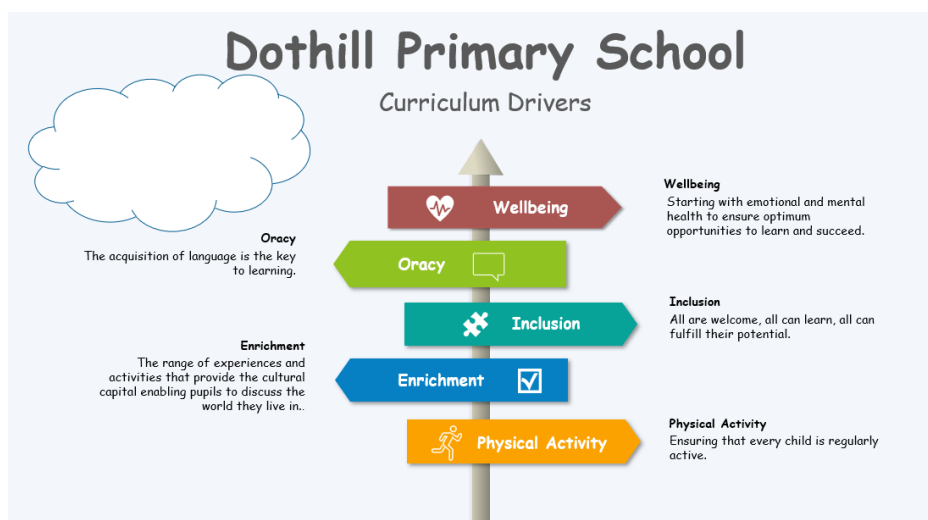
Curriculum Structure and Organisation:

Dothill's curriculum fully encompasses the 2014 national curriculum. Our own Dothill curriculum values and aims ensures that it is relevant, purposeful and interesting for our pupils.

The heart of our curriculum focus is based on a subject specific philosophy. Subjects are taught discreetly and links made between them when it is appropriate and natural to do so. We believe that teaching the relevant skills and knowledge for each subject is how our pupils learn best.

We have mapped our curriculum into blocks of time, giving priority to what we believe to be our key areas. The coverage for each year group can be found on the school's website www.dothillprimaryschool.co.uk

Our curriculum drivers are instrumental in the design of the Dothill curriculum. Our drivers are elements that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Oracy

Children are given regular opportunities to discuss lesson content to develop their knowledge and are encouraged to articulate their learning whilst using technical vocabulary.

Wellbeing

At the heart of Dothill's curriculum, we have ensured that the wellbeing of staff and children is of paramount importance and needs to be nurtured to ensure that effective learning can take place. To support children with this, we have included programmes, such as CalmBrain, within our curriculum.

Inclusion

When designing Dothill's curriculum, we have ensured that it is inclusive and accessible to all children through adaptive teaching, which provides scaffolding or adult support

as required. Our curriculum design includes links to other countries, including Kerala, where a number of our students come from.

Physical Activity

As a school, we recognise the importance of physical activity throughout the curriculum. Because of this, we participate in the Creating Active Schools programme, which promotes regular physical activity throughout the day.

Enrichment

We have planned a range of experiences and activities that provide cultural capital opportunities, which allows pupils to discuss the world they live in. To engage and enthuse pupils in their learning, we organise hook days at the start of a unit of work.

Values and citizenship education - Our values are a key element of our curriculum at Dothill. We want our pupils to be the best academically, but also, the best as citizens of the world. We want them to be living the Dothill values with the resilience to be able to cope socially and emotionally with whatever life brings. Personal, social, health and economics education is taught discretely but also permeates the whole of the curriculum. Issues are addressed on a daily basis. We aim to give pupils the knowledge and understanding they need to lead confident, healthy independent lives and become informed, active, responsible citizens. All pupils at Dothill are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities.

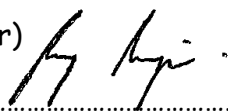
Learning is supported through a range of resources including, where appropriate, ICT in the form of tablets and computers. We also aim to take advantage of the great resources we have in our locality, as well as educational visits further afield. Such visits can bring learning to life and offer learning opportunities in a way that is not always possible in the classroom such as the work that has been undertaken in conjunction with the 'Friends of Dothill Nature Reserve' for which Dothill school have been nominated for The Pride of Telford award 2018.

The curriculum at Dothill Primary School is constantly evolving according to the needs of our children and to the aspirations of the staff and community. This policy will be reviewed in Autumn 2024



Signed.....Date 17th November 2022

(Head teacher)



Signed.....Date 17th November 2022

(Vice - Chair of Governors)