

Paddox Primary School: Curriculum Policy

Version	5
Created	September 2023
Approved by Governors	
Review Cycle	Annual
Next Review	September 2024
Source	JU

Paddox Primary School.

Paddox Primary School is committed to meeting the requirements of the Primary National Curriculum.

Curriculum Vision:

The core principle of education at Paddox is to develop a life-long love of learning and the world around us, enabling all children to flourish.

This is achieved through the development of all subjects, which enhances the content and challenge of the curriculum. The curriculum is taught with the consideration of the needs of all learners.

Paddox is a place where everyone is valued and cared for. We celebrate uniqueness in each individual and encourage all pupils to flourish in a happy, safe and stimulating learning environment. Our aim is for every child to achieve their full potential: intellectually, physically, emotionally, morally and spiritually.

We deliver this through our core values of REACH:

Respecting all who contribute to our school community

Encouraging excellence and enjoyment in the academic and extra-curricular life of school.

Achieving high quality results, through good progress, ensuring each person is the very best they can be.

Caring for each other and embracing the differences that make each person special, while promoting and protecting the emotional well-being and mental health of all.

Hard work which fosters a life-long love of learning.

Curriculum Implementation

Paddox Primary school provides a curriculum that is both broad and balanced, which gives our pupils the opportunity to engage in creative and exciting learning opportunities. Through our curriculum, we focus on children gaining essential knowledge, skills and understanding, which will enable them to reach their full potential academically, physically and artistically. Whilst our curriculum encompasses the formal requirements of the National Curriculum, our vision is to provide our pupils with a range of learning experiences beyond the classroom which inspire our pupils and helps shape their futures, ensuring that they are responsible citizens of the future.

The vocabulary, knowledge and skills for each subject are progressively planned within the Foundation Subject Progression Grids. The Foundation Progression grids are then used to map out the vocabulary, knowledge and skills for each year group. Therefore all vocabulary, knowledge and skills are planned for across the school and within each year group and then they are taught over the course of an academic year.

Learn More: Remember More!

Our curriculum is designed to help children learn more and remember more. Embedded in daily practice, our curriculum includes:

Boomerangs

Boomerangs happen at the start of every foundation subject lesson. The class discuss what they have learnt previously in the topic or in the subject being taught. They recap taught vocabulary, knowledge and skills from previous lessons. This is done through a range of strategies involving group work, pairs and whole class discussion to support the development of long term memory and the teaching aim to **Learn More, Remember More!**

Acquisition

The acquisition stage of the lesson is the new learning. This could be vocabulary based, knowledge based, skills based or an application based session. In all foundation subjects key vocabulary is taught first, this allows children to access technical language and understand its meaning. Knowledge is then built up and skills are acquired before application takes place.

Reflections

The reflection part of the lesson looks back at what has been covered in the session and the links it has to other learning. What was the learning that took place, why has this learning taken place, what will be done with this learning? The reflection



also allows the children to self-assess the learning they have done in the lesson which will inform future planning and scaffolds in place for further lessons. This also contributes to the development of long term memory and the teaching aim to **Learn More, Remember More!**

The Paddox Learning Journey

To help the children to '**Learn More, Remember More**', all children at Paddox have a "Paddox Learning Voyage" book. At the end of each half term, pupils are given time to plan and produce a piece of work that demonstrates what they have learnt in all subjects. This will allow the children to go back over what they have been taught at Paddox and see how their learning has built up over time. These pages include new vocabulary they have been taught, new skills and subject specific knowledge.

To develop the children's long term memory class teachers use "Pit Stops" to revisit past learning and check the children's ability to recall information from previously taught topics. Pit Stops cover all subject areas and include vocabulary checks.

To support the children's long term memory in Science the children have a "Science Learning Journey" book. These books follow the children through the school and builds up over time their scientific knowledge. The children add to their books in the different areas of science throughout the year, they are then able to use these books to look back at what they have previously been taught and they can use them to support their future learning.

Curriculum Impact

Diagnostic Time

Each core subject is monitored thoroughly during the subject leads weekly leadership time. This time will include a focus on: key lines of enquiry following data analysis by the subject leader; book looks; staff and pupil voice; and lesson drop-ins. This time is supported by the deputy head for curriculum, the deputy head for teaching and learning and the school governor linked to the subject. SEND and Pupil Premium also receive a diagnostic day each term.

Each Foundation Subject is monitored termly during a diagnostic half day. These sessions are carried out by the curriculum lead and the subject leader. These sessions include data analysis, pupil and staff voice and book looks and are used as coaching and mentoring opportunities to develop whole school subject implications. As a result of these days, there is a continuous cycle of relevant professional development offered to the staff.