



MAYFIELD PRIMARY SCHOOL

CURRICULUM AND SMSC

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MAYFIELD PRIMARY SCHOOL
MAYFIELD ROAD, OLDHAM, OL1 4LG

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1.0 Aims

1.1 Intent

At Mayfield Primary School, we strive to offer a broad, balanced, and ambitious curriculum for all learners. Through our curriculum, we seek to provide our children with skills essential for success, in all its forms, in later life; through knowledge, understanding and practical skills. Mayfield Primary School looks to offer children extensive cultural capital and place learning, through stringent planning and spiralled and revisited learning, within their own local environment and provide a sense of place and purpose within the wider world.

Our curriculum not only meets the formal requirements of the National Curriculum, but aims to deepen our pupils’ understanding of the world by placing learning within our own local environment, providing children with a sense of belonging and of placement within the wider world. We provide this through extensive cultural capital input and experiences many children may otherwise miss. In addition, our curriculum seeks to educate our children on the importance of their local area within the global community; past, present and future.

Our curriculum enhances our pupils’ prospects and cultural values further by committing to values-based education through extensive work on British Values, as well as placing high priority on our PSHRE and RE, connectivity within other subjects, to focus on moral, social and cultural development in an ever-changing multi-cultural society.

1.2 Links to Values

At Mayfield Primary School, we seek to educate our children to be the writers of their own stories. To teach them to not only want to better themselves and become successful, in whatever form that might be, but also be well rounded, caring and community minded

individuals, ready to inspire and be outstanding members of their local community and our wider society.

Our values and mission statement underpin everything we do, and this is no different with our curriculum. Every child deserves and has the right to experience success. Our curriculum seeks to give this to every child that attends our school.

Our Mayfield Values are as follows:

Mayfield Values

Learn

L - Love of all
E - Empathy
A - Appreciation
R - Reflect, respect, remember
N - Never give up

Live

L - Lead by example
I - Inspire, imagine, improve
V - Voice
E - Everyone matters

Hope

H - Health and happiness
O - Opportunities and aspirations
P - Perseverance, progress, pride
E - Every day is a new day

Our curriculum design, encourages children to:

- **'Reflect, respect and remember'**: through its spiral design and revisiting learning to embed new learning within context.
- **'Never Give Up'**: All our children are encouraged to give everything a go, seek help when they need it and develop independence by never giving up and always trying again.
- **'Inspire, imagine, and improve'**: Every child is encouraged to imagine their own future, write their own story, inspire other people through their learning and behaviour and improve themselves and others through learning and helping.
- **'Opportunities and aspirations'**: Every Mayfield pupil is encouraged to aspire to be their very best self every day, and to look at the opportunities they are given and grab them with both hands. Our curriculum offers experiences and opportunities to all our pupils with the intent that they inspire them into future careers and opportunities.
- **'Perseverance, progress, and pride'**: All children are encouraged to persevere with everything they do, even when they find things tough. It builds resilience and world readiness wherever possible and encourages independence. Our children are taught to take pride in their own and others' success, to strive for progress and that moment of confidence building, self-esteem promoting learning and success every child is entitled to.

1.3 Further Opportunities

Our broad, balanced and knowledge-based curriculum does not end at the timetabled subjects. Our curriculum encompasses every pupil's whole school experience from the moment they walk through the entrance. It encompasses our extensive range of extra-curricular activities, trips, careers advice and experiences, our learning behaviours, mental health and well-being promotion and our pastoral support available to every child.

Our curriculum is designed to give a tailored, local and cultural experience to every child, designed to give them the best opportunities for the future, help them become upstanding

members of their local community, understand their place within the wider community and world, and offer them the best, all-round foundation to build their personal future on.

2.0 Quality First Teaching

2.1: Quality First Teaching at Mayfield

At Mayfield Primary School, quality first teaching means inclusivity, continuity and uniformity across each class, year group and key stage. We have a whole school approach towards assessing progression, planning lessons and subjects, tracking, monitoring, and reviewing children's progress within our setting. We encourage teachers to provide lessons with their own spark to capture interest, which is possible through sharp objectives and learning within lessons, but encourages enthusiasm from learners and educators across each class and different experiences to be drawn from each teacher and setting.

2.2 Expectations of Educators

All our staff care deeply about each child and their progress. Expectations are uniform across the school, leading to consistency for all pupils and high-quality teaching and learning in every class.

- Staff have high expectations of all pupils both in and out of their classroom.
- Staff have high expectations of all pupils, not just those within their direct care.
- Educators are expected to impart knowledge accurately and enthusiastically.
- Teachers are expected to revisit and place new learning within prior knowledge and taught subject matter to build up knowledge in a systematic, formulaic way.
- Highly focused lessons designed with sharp, focused objectives.
- All staff are expected to have high demands of children in regard to their engagement and learning.
- High levels of interaction and feedback for all children.
- Appropriate and effective use of questioning, modelling and explaining.
- Accessible and adaptive learning to suit the needs of every pupil.
- Educators are expected to educate and promote resilience and independence within every child. Children are expected to take responsibility for their own learning and development through their behaviour and attitude towards learning.
- Regular and appropriate use of encouragement, praise and positivity to develop our culture of 'never give up' and safe spaces to try and not fear failure.

3.0 Legislation and Guidance

3.1 Requirements for Academies

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum Programme of Study, which we have chosen to follow.

3.2 Requirements for Inclusion and Equality

It further reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equalities Act 2010 and refers to the curriculum-

related expectations of governing boards set out in the Department for Education's Governance Handbook.

3.3 Requirements for Early Years Foundation Stage

Finally, this document acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

4.0 Roles and Responsibilities

4.1 Local Governing Committee

The local governing committee (LGC) will monitor and oversee the implementation of this policy, and hold the headteacher and other relevant members of the Senior Leadership Team (SLT) to account for its implementation.

Furthermore, the LGC will ensure that a robust framework and strategy is in place for setting appropriate aspirational targets and setting curriculum priorities.

They will also oversee and ensure that appropriate and proper provision is made for all pupils, including those with different abilities and needs, disadvantaged pupils and those with special educational needs and disabilities (SEND).

4.2 Headteacher

The Headteacher's primary focus is to remain responsible for and ensure that this policy is adhered to by all relevant Mayfield Primary School employees.

The Headteacher will further ensure that:

- A regular and detailed check is carried out by leads relating to the amount of time that is provided for teaching the essential elements of the curriculum, ensuring it is always appropriate and sustainable.
- The school's procedures for academic assessment meet all legal requirements.
- That the LGC is fully involved and informed in any decision-making process that relate the breadth and balance of the school's curriculum.
- That the LGC is kept informed of whole school, key stage and year group targets to allow informed decisions to be made.
- Proper, sustainable and appropriate support is in place for all pupils, particularly disadvantaged and those with SEND.
- All elements of the curriculum, and any subjects that the school chooses to offer have aims and learning objectives that reflect the values and mission statement of Mayfield Primary School.

4.3 Curriculum Leaders

Curriculum Leaders at Mayfield Primary School have the responsibility and accountability for the overarching organisation of the curriculum across key stages and the school. They are to monitor the provision of each subject across classes and ensure each subject is taught to meet the full requirements of the subject's long-term plans, and the National Curriculum requirements.

Curriculum leaders should work with, and alongside, subject leaders to oversee that there is enough support for each subject's further development and that consistency and uniformity is present across all areas of the curriculum.

Above all, Mayfield Primary School's curriculum leaders are there to share and celebrate good practice and ensure that all subjects are taught in a fun, engaging and enthusiastic way, underpinning our values and mission statement.

4.4 Subject Leaders

At Mayfield Primary School, it is the subject leaders who ensure that they are up to date with developments within their subject at both a local and national level. They review and monitor the way their subject is taught across classes, year groups and key stages to ensure:

- Consistency in approach.
- Consistency in quality of teaching
- Clear, systematic and formulaic progression.
- Revisiting of prior taught knowledge and placement of new learning.

Subject leaders should also ensure that their subject covers the full aspect of the National Curriculum, and that any cross-curricular learning is both appropriate and progressive in terms of knowledge and learning.

Subject leaders should also gather and maintain a portfolio of high-quality work from within their subject from all classes and year groups to demonstrate achievements and high-quality examples of attainment and progress across the school.

The role of subject leader is to:

- Provide clear, strategic and developmental leadership in their subject.
- Support and offer advice to colleagues where issues or misconceptions or support is required in relation to their subject.
- Monitor and support staff development and confidence in delivering High Quality First Teaching within their subject.
- Monitor pupil Attainment and Progress within their subject.
- Keep themselves, and staff, up-to-date with relevant developments, policy changes, etc within their subject.
- Provide efficient and effective resources for their subject.
- Map coverage of the curriculum compared to the National Curriculum across long term plans.
- Liaise and keep relevant parties up to date with their subject development: LGC, other schools within the Cranmer Trust, etc.
- Offer staff and educators mini CPD within their subject, where appropriate.

4.5 All staff

All staff should ensure that the school curriculum is implemented in accordance with this policy and seek clarification where they are unsure.

5.0 Organisation and Planning

5.1- Year Group Planning

It is the responsibility of staff within year groups and classes to create a cross curricular approach to learning, with particular emphasis on reading and writing. Staff should be responsible for ensuring learning across all subjects is engaging, with emphasis on “WOW” moments and cultural capital input.

Staff in each year group should further plan and communicate with each other to embed consistency in approach, learning objectives and subject importance across each class to ensure there is uniformity for every child within each year setting.

5.2 Medium Term Plans

Medium term plans should ensure that each class teacher can easily and accurately follow each subject’s long term educational journey from one class to the next. Class teachers are responsible for implementing the medium-term plans to ensure full coverage. Focus should be around the non-negotiable knowledge to be learnt for each half term and the key vocabulary as this will feed into future learning in other year groups.

5.3 Middle Leaders / Subject Leaders

Middle leaders such as Key Stage Leads should ensure that all teaching in their team is high quality and each class’s timetable reflects each subject’s hierarchical importance, (reading writing and maths being prioritised, PE timetabled for the statutory 2 hours etc). They should communicate with subject leads and curriculum leads to ensure all learning in their key stage is sequential and built upon year on year, ensure that staffing is appropriate for the needs of each year group and that resources are shared and timetabled to avoid clashes in need.

6.0 Learning Environments

6.1- Organisation and features

Each class’s learning environment is the responsibility of the class teacher and relevant support staff. Each environment should reflect the curriculum, the needs and learning of the children in an age-appropriate way, with emphasis on current learning and inclusion wherever possible.

6.2 Technology and communal spaces

Teachers are encouraged to use technology and ICT resources to develop learning freedom and independence and encourage children to take responsibility for their own learning and develop their own interests.

Other spaces are encouraged, with areas such as both the large and small hall free to book out where possible, as well as the IT suite, sports pitch, playground and forest school in EYFS, as well as various intervention spaces and ‘break out’ zones.

6.3 Displays

Displays should be used to celebrate past learning and stimulate children and connections between previous and new learning. They should be updated regularly and referred to by class teachers to further children’s independence researching and reflecting upon their own knowledge.

Communal displays and curriculum displays are the responsibility of the curriculum leads and should again be updated with high quality work reflecting the areas of study for each year group and highlighting the learning journey for their subject.

7.0 Inclusion

7.1- Planning and Targets

Teachers should plan high quality, inclusive lessons that provide challenge but accessibility for all pupils and ability groups. They should utilise appropriate assessment and run lessons that include all children and ability groups, aiming to keep all children 'in the classroom' wherever possible and appropriate.

Pupil groups include:

- More able children
- Age related children
- SEND
- English as an additional language (EAL)
- Pupils from disadvantaged backgrounds.
- Low ability or low attainment children.

7.2 Scaffolding and EAL opportunities

At Mayfield Primary School, we operate a 'scaffolding up' policy, meaning we seek to encourage all children to access a lesson at Age Related levels, and scaffold up using various resources and teaching staff to get pupils not at or above age-related levels towards that target.

Teachers seek to remove barriers to learning using these scaffolding techniques including EAL pupils where lessons are designed to develop English and vocabulary for all pupils.

8.0 Intervention

8.1 Identification

Children who are not making sufficient progress are identified through a range of formative and summative assessment techniques including testing, questioning and book looks. Where a need is identified, the teacher and teaching support staff will design and run a series of high quality, highly focused interventions which have a specific focus. These might be on a one-to-one or small group level, depending on the requirements.

8.2 Evaluation and review

All interventions are reviewed at the end of each cycle to identify their success rate, appropriateness and whether further support is needed. Interventions are to run for the minimum amount of time possible and are not designed to be run long term, all children should be in the classroom with their peers wherever possible.

Regular discussion and flexible groupings are encouraged.

8.3 Same day interventions

Where possible, teaching staff are encouraged to run short, highly focused, same day interventions on Spelling, Punctuation and Grammar or Maths aspects, for example, that have been taught but not understood by all pupils. Pupils requiring these interventions are identified through formative assessment during the lesson and plenary exercises and are run by the teaching support staff once the need or misconceptions that need addressing are identified.

9.0 Communication with Parents / Carers

9.1 Reasoning and Importance

Effective communication with our parents, carers and families is vital to our continued success and development as a primary school of choice within our community. We greatly value parental feedback and input, and have many ways to communicate with our parents / carers about our classes, year groups and key stage activities and curriculum topics and investigations.

9.2 Methods

We communicate with our parents, carers and families about our curriculum in a variety of ways to ensure as much engagement as possible:

- Our staff all have access to our school twitter page. We encourage staff to post at least 2 updates a week on their class activities and curriculum topics. Our twitter page also promotes and advertises our extra-curricular activities and clubs and events that take place.
- School website and class pages advertise each classes topics, curriculum overview and class newsletters featuring updates for each half term.
- Class newsletters printed each half term give an overview of each subject and topic each half term.
- Formal reporting of each child's progress in each subject three times a year in the form of a formal written report, or face to face parents' / carers' evening where parents / carers are encouraged to ask questions and hear about their child's progress as well as visit the classroom and look through their child's books.

10.0 Home Learning

10.1 Links to Curriculum

Home learning is given in line with our school homework policy. Every child is provided with maths, spellings/vocabulary and reading books for at home. Curriculum-based homework is also provided, alongside English and Maths tasks, used to consolidate in-class learning.

Each homework piece reflects the class or year group's current topics, with different pieces based around a theme / unit that half-term.

11.0 Resources

11.1 Aims

Mayfield Primary School aims to provide and maintain high-quality, appropriate resources to support the delivery and development of our curriculum. All resources are stored and organised to ensure ease of access to all staff and, where appropriate, pupils.

11.2 Resource audits and replacement/updates.

Resources are regularly audited, checked and where needed updated or replaced.

All subject leaders are given a budget for their subject. Requests for resources are passed to the appropriate subject leader who requests purchases from the Business Manager from their own budget.

12.0 Monitoring Arrangements

12.1 Local Governing Committee

The LGC monitors whether Mayfield Primary School is providing and delivering a broad and balanced curriculum in line with its agreed actions, and the impact of our curriculum offer on children's outcomes. Curriculum monitoring may include:

- Learning Walks (pre-arranged with the Headteacher)
- Meetings with SLT and Subject Leaders
- Governor Meetings
- Meetings and discussions with the Headteacher and / or Business Manager, if appropriate.

12.2 Middle Leaders

Middle leaders, (key stage leads, subject leaders) should monitor through strategic action based around support and guidance. This will be achieved through:

- Lesson observations / Teaching and Learning Reviews
- Learning walks
- Pupil voice
- Team teaching, if requested
- Book looks
- CPD/Staff updates.

Middle management are also responsible for monitoring resources, ensuring there is an inventory of resources and making sure resources are in good condition.

12.3 Planning

Planning is monitored by SLT who ensure that all planning documents are treated as 'working documents' and updated/reviewed on a regular basis.

Feedback is supportive and identifies strengths and areas of improvement, which are agreed upon, and appropriate action taken by the class teacher.

13.0 Developing children's Spiritual, Moral, Social and Cultural awareness

13.1- Our rationale

At Mayfield Primary School, we aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our school, whether pupil, staff, parent / carer or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

Our school will help our pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for

what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities.

13.2- Spiritual Development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer, worship and reflection
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Our school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals.

As part of our pupils' Spiritual Development, children take part in regular acts of worship / reflection in the form of assemblies. Assemblies are mainly of a broadly Christian character, underpinned by Trust themes; whilst conducting our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school community.

Assemblies at Mayfield Primary take many forms including whole school assemblies, Key Stage assemblies, year group assemblies, class assemblies, assemblies taken by local clergy or other representatives of local religious groups and Celebration assemblies to celebrate the achievements of our pupils.

It is expected that all pupils will attend assemblies. However, any parent / carer can request, in writing, permission for their child to be excused from attending specific religious worship and alternative arrangements will be made for the supervision of the child during the period concerned.

13.3- Moral Development

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues

At Mayfield Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes, expectations for the classroom based on the Mission Statement and values held by the school. We teach pupils to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through 1:1 discussion, small group discussion, reflection / worship and PSHRE/ Circle Time sessions. We believe in the development of the whole child and will endeavour to raise the self-esteem of our pupils using positive strategies identified within our Behaviour Policy.

13.4- Social Development

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities and societies function at a variety of levels

At Mayfield Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

13.5- Cultural Development

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Pupils should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done across a range of subjects across the curriculum, including Art, Music, History, Geography, Dance, etc.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays and posters as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject teams of PSHRE, RE, Languages, and School Council.

The key features of SMSC at Mayfield Primary School are to be found in Breakfast and After School Clubs, Assemblies, Charity Support, Competitions, Library events, Celebrating Diversity, Learning walks, Themed Days/Weeks, Trips and Visitors, Religious Festivals, Celebrations and School Council / ECO involvement.

13.6- Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school, for example through the School Council and ECO council.

14.0 Links with Other Policies

This policy links to various policies and procedures, for example:

- Teaching and Learning Policy
- EYFS
- Assessment Policy
- Inclusion – SEND/MAGT
- Equality Policy
- Feedback and Marking Policy
- Pupil Premium Strategy
- Behaviour Policy
- RSE Policy