



CURRICULUM POLICY (MAYFIELD)

REVIEWED: Spring Term 2023

Policy prepared by	Mark Couper Barton Headteacher
Policy approved by Local Committee	22.3.23
Next Review Date	Spring 2026

NEXT REVIEW: SPRING 2026

MAYFIELD PRIMARY SCHOOL
MAYFIELD ROAD, OLDHAM, OL1 4LG

Contents

1. Policy Statement	2
2. Principles that underpin our curriculum design	2
3. Principles for Learning	2
4. Curriculum Structures	3
4.1 Primary	3
4.2 Early Years Foundation Stage (EYFS: Nursery and Reception)	4
4.3 Key Stage 1 (Year 1 and Year 2)	5
4.4 Key Stage 2 (Year 3, Year 4, Year 5, and Year 6)	5
4.5 Religious Studies	8
4.6 Enrichment (The Co-Curricular Offer)	8
4.7 Social, Moral, Spiritual and Cultural Development and Wellbeing	9
4.8 Preparing children for beyond primary (secondary, further education, work)	11
4.9 Achievement for All	11
5. The Quality of Education: Governance	11

1. Policy Statement

It is the firm commitment of the Cranmer Education Trust (CET) that all our pupils and students enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration and social mobility. There is no ceiling on students' experiences or aspirations. Expectations are the same for all and all routes will lead to recognised qualifications. The curriculums of our schools reflect their individual communities, identities and histories

Social, moral, spiritual, and cultural development (SMSC) is the golden thread running through all aspects of provision, designed to foster resilience, self-worth, cultural capital, social cohesion and integration. The curriculums of our schools seek to empower our young people.

Our primary curriculums are ambitious, designed to give all our children, and particularly those who are disadvantaged or who have special educational needs and/or disabilities (SEND), the knowledge, cultural capital, and enjoyment of and resilience in learning that enables them to progress successfully into secondary education and their lives as young people in our community. The breadth of curriculum provision in Years 7-9 will enable a large majority of students to take and enjoy the full EBacc at GCSE (Maths, English, Science, History, Geography and a Modern Foreign Language). At Key Stage 4 this will be supported by an Open Pot of subjects and qualifications that enable every student to succeed and progress.

Our curriculums include co-curricular enrichment and enhancement to further build social and cultural capital.

The academic, co-curricular and pastoral curriculum ensures pupils leave our schools as well rounded, informed and resilient young people ready to take their place in the world.

2. Principles that underpin our curriculum design

- **Broad** – so that young people gain knowledge and understanding of the **range** of ways in which human beings have understood and found meaning in our world - the best that has been thought, said and created.
- **Deep** – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.
- **Rich** – so that all children and young people can widen their horizons develop creativity, life experiences, and increase cultural capital.
- **Interconnected** – so that our pupils are able to see links and connections within and across learning, can synthesise new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.
- **Progressive** – learning builds on prior experience, gradually deepening understanding and mastery.
- **Relevant** – so that our young people are prepared for the next stage of their education, and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful of others and excited by diversity, compassionate and generous of spirit, and able to lead, build community and do good as they go. Our primary curriculums are strongly linked to the context of the school and its locality, reaching out from there to the wider world, building strong general knowledge and cultural capital.

3. Principles for Learning

- A rigorous and academic curriculum requires **high levels of literacy**. A whole school cross-curricular pedagogy to supporting literacy and reading underpins both curriculum design and teaching and

learning. In the early stages of learning to read, reading materials are closely mapped to pupils' phonics knowledge.

- **High quality learning time**, where young people are given time to master and apply key disciplinary concepts.
- An understanding of the **cognitive science** of how students learn – ensuring they can remember and do more, grow in self-motivation and self-management; aiming for fluency and automaticity in key concepts which feature in our curriculum
- Formative assessment: we check pupils' understanding systematically, identify and address misconceptions quickly, and respond and adapt teaching, as necessary.
- Achievement for All: our pedagogy is adapted, and learning is structured to ensure that all pupils, including those with Special Educational Needs and Disabilities, can access, enjoy and experience success in the same curriculum entitlement for all pupils. Specific challenges, barriers and issues are identified and addressed.
- **Social development and fellowship** - so that our young people look forward to coming to school because there are so many things to be involved in and so many new things to experience, where they can grow socially and emotionally.

4. Curriculum Structures

4.1 Primary

At Mayfield Primary School, all children are entitled to participate in the full curriculum for their year group and are supported appropriately to ensure effective access can be achieved. Our high-quality first teaching involves inclusivity, continuity and uniformity across each class, year group and key stage.

The wider curriculum is planned, using a four stage process which all subjects follow. These stages are: Engage, Develop, Innovate and Express.

Engage:

'Engage' is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning. They are introduced to the required baseline knowledge to support future learning.

Examples of 'Engage' activities may include:

- Memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- Exciting introductions to a new project as a 'Wow' moment
- Researching and setting enquiry questions
- Opportunities to make observations
- Develop spoken language skills
- Taking part in sensory activities
- Having lots of fun to fully 'engage' with their new project

Develop:

'Develop' is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum.

Children will:

- Improve their knowledge and understanding of the topic
- Develop and practise their new skills

- Compose, make, do, build, investigate, explore, write for different purposes, and read across the curriculum
- Research their own questions and those set by others
- Follow new pathways of enquiry based on their interests.

Innovate:

Innovate is a crucial opportunity for children to return to previous skills and knowledge and apply them in new contexts.

Children will:

- Apply skills, knowledge and understanding in real-life contexts
- Solve real or imagined problems using everything they've learnt
- Get inspired by imaginative and creative opportunities
- Revisit anything not fully grasped at the 'develop'

Express:

'Express' gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements.

Children will:

- Demonstrate that they now know and remember more
- Become the performers, experts and informers
- Share their achievements with parents / carers, classmates and the community
- Evaluate finished products and processes
- Make links between different areas of learning
- Compare what they now know and remember, to what they previously knew and remembered
- Celebrate their achievements

4.2 Early Years Foundation Stage (EYFS: Nursery and Reception)

In the Foundation Stage, all learning is achieved through playing and exploring, creative and critical thinking and active learning. Learning is split into 7 areas, each covering a range of skills for children to achieve.

These areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World, and
- Expressive Arts and Design.

In Nursery, children mainly focus on the prime areas: Communication and Language; Physical Development; Personal, Social and Emotional Development.

When the children start Reception, the focus increasingly moves onto the specific areas of learning: Literacy, Mathematics, Understanding of World; and Expressive Arts and Design.

Areas in the classroom are set up to support the development of these skills independently. However, there are also structured carpet sessions as well as teacher led activities.

4.3 Key Stage 1 (Year 1 and Year 2)

In Key Stage One, all learning is achieved using the National Curriculum as a framework for creating a bespoke curriculum for our Mayfield children. Learning is built upon from day to day, week to week, term to term and also builds upon learning from previous year groups.

There are daily Reading, Writing and Maths sessions. Phonics is a high priority in Key Stage One and this is taught daily.

Over the course of a term the humanities (Geography and History) and the Arts (Art and Design and Technology) are covered, and during each half term, the remaining foundation subjects (Science, RE, PE, PSHRE, Computing and Music) are covered weekly. Whilst Modern foreign languages (MFL) is non statutory in Key Stage One, it is taught each half term.

4.4 Key Stage 2 (Year 3, Year 4, Year 5, and Year 6)

In Key Stage Two, all learning is achieved using the National Curriculum as a framework for creating a bespoke curriculum for our Mayfield children. Learning is built upon from day to day, week to week, term to term and also builds upon learning from previous Key Stages and year groups.

There are daily Reading, Writing and Maths sessions.

Over the course of a term the humanities (Geography and History) and the Arts (Art and Design and Technology) are covered, and during each half term, the remaining foundation subjects (Science, RE, PE, PSHRE, MFL, Computing and Music) are covered weekly.

Reading:

The teaching of reading is an essential part of our school curriculum. In order to develop our Reading curriculum, we use a range of strategies to teach reading, enhance reading skills, improve understanding of the books children have read, and develop their enjoyment, confidence, fluency and stamina when reading. Quality first teaching is paramount in order for our children to be the best that they can be. Two strands of reading are taught to all children through daily guided reading sessions. The two strands are:

- 1) Teaching children how to read
- 2) Understanding/ comprehension of what has been read

Early Years Foundation Stage

The skills of early reading are taught to the children from the first moment they enter school. An enjoyment of reading is fostered through hearing stories, singing rhymes, making books and taking books home.

Our Little Wandle phonics ensures we strive to make excellent progress with fluency and comprehension skills in reading in EYFS.

Early Years Foundation Stage /Key Stage 1

Little Wandle (Letters and Sounds Revised) drives the teaching of reading across the Early Years Foundation Stage and Key Stage One through the application of phonics to reading using matched decodable books.

Children at Mayfield develop their fluency skills by reading fully decodable books that match their secure phonics knowledge. The Little Wandle scheme includes Reading Practice Sessions (guided read), which ensure children become fluent readers, who understand what they are reading. Reading Practice Sessions are timetabled daily and have a clear focus: decoding, prosody and comprehension. The books that are used during these sessions are very important; books are fully decodable and exactly matched to the Collins Big Cat books. Assessments are used to match the children's secure phonics knowledge in reading words to the right books, so children are successful when they learn to read.

Our school reading scheme supports the systematic teaching of phonics and encourages the acquisition of other core reading skills (fluency and comprehension) through Little Wandle.

Within the Early Years Foundation Stage and Key Stage One, our school reading scheme runs in correlation with our Little Wandle phonics scheme. Children have daily reading lessons where they are taught the skills on how to read, and get daily opportunities to practise reading. All children take a reading book home and have access to school library books to broaden their reading range.

Key Stage 2

In Key Stage Two we work towards children becoming 'free readers', however Key Stage Two children who are still on the reading scheme continue to receive individual reading sessions and intervention.

Children who are free reading, initially take a reading test via Accelerated Reader, which provides them with a reading age and book colour. The children then complete book reviews on this same programme, when they have finished each book, and therefore regular assessment of their reading levels and ability is continuous.

All 'free reading' school books are organised in conjunction with the 'National Book Banding' and 'Accelerated Reader' book band colours, so that children acquire new skills, gain independence and are challenged as they move through the book bands, whilst all genres are covered.

Guided Reading

Early Years Foundation Stage / Key Stage 1

The Little Wandle scheme includes Reading Practice Sessions (guided read), which ensure children become fluent readers, who understand what they are reading. Reading Practice Sessions are timetabled daily and have a clear focus: decoding, prosody and comprehension. The books that are used during these sessions are very important; books are fully decodable and exactly matched to the Collins Big Cat books.

Children are exposed to the Key Stage 1 reading content domains from as early as Nursery. At Mayfield, the reading content domains are represented as our Reading Crayons from Early Years to Year 6. For example, children are introduced to Vocabulary Violet (1a) and Retrieval Ruby (1b) in Nursery and Reception and this continues to be embedded as they progress throughout Key Stage 1. By the time children reach Year 2, they are fully exposed to the Key Stage 1 Reading Crayons (content domains) and guided read sessions progress away from the Little Wandle scheme, and the focus shifts to comprehension, once children's reading fluency and stamina is embedded.

Key Stage 2

Since September 2019, Key Stage Two have moved away from the carousel guided reading approach to a whole class guided read. Whole class guided reading sessions mean that children of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote, whilst still

getting the support they need. Books are carefully chosen and where possible closely link to the topic of the half term. All genres are covered, including song lyrics, poetry, instructions - not just fiction books.

Daily guided read sessions are timetabled across Key Stage Two, lasting 30 minutes per day. Each week, guided read sessions focus on a specific Read Crayon (content domain) and the skills for answering question of that domain are taught, using a topic based, high quality class text. Children's independence answering questions of that domain are then assessed once week through our 'Ready, Steady...Read!' assessments, which include an unseen text and specific content domain questions. Interventions are then implemented if children are found to be struggling with any aspect of their reading fluency, stamina or comprehension.

Phonics:

Little Wandle (Letters and Sounds revised) is used and followed throughout Early Years and Key Stage One. Drawing on Mayfield's already existing excellent practice, Little Wandle also draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.

Phonics is taught daily to all children in Key Stage One. Teachers ensure each daily session is personal to their current year group, taking into account the needs of the children, speed of progress, learning styles and differentiation.

Writing:

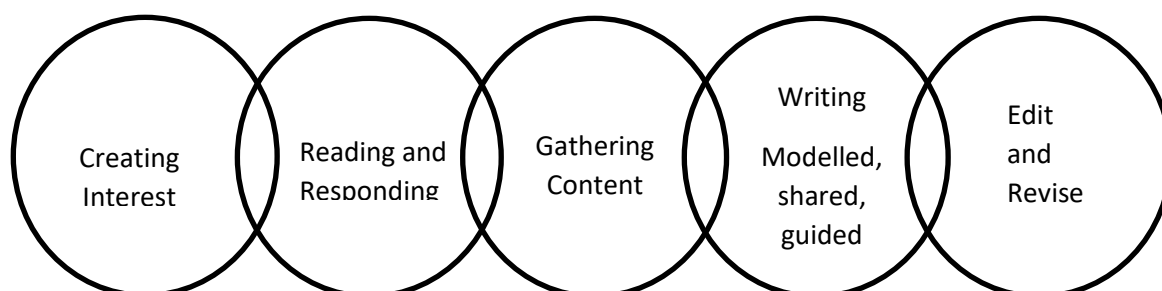
Writing at Mayfield Primary School is taught and celebrated in a range of ways. It is taught explicitly on a daily basis within school across a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose.

We follow our 'I Can' curriculum in Early Years and the key content of National Curriculum (2014) in Years 1 to 6, which ensures that a range of genres are covered, including narrative (e.g. extended stories, stories by the same author, myths and legends, adventure stories and traditional stories), non-fiction (e.g. persuasive texts, non-chronological reports, information texts, recounts, reports and letters) and poetry (e.g. rhyme, nonsense rhymes, shape poems, acrostic and descriptive poetry).

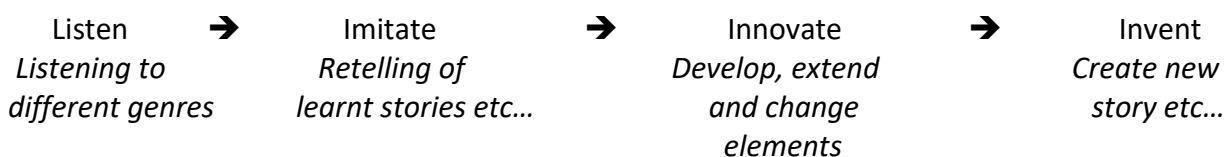
Genres are taught, and studied in depth, considering the:

- purpose
- form
- audience

Throughout each unit, the links between reading and writing are made explicit – we read as writers and we write as readers. The progress throughout each unit of work shows the transition between reading as writers (focusing on structure, characterisation, and language features etc...) to writing as readers (word play, describing, composition, planning, editing, revising etc...). We use the following structure for the learning journey (5 Phase Bubble Plan):



Throughout these processes we:



Throughout the learning journey we plan opportunities for children to carry out ‘apprentice’ pieces (cold write) and to carry out self- and peer-assessment. There will be ‘sites of instruction’ within the Literacy lessons, as well as ‘sites of application’ in which the children will be given the opportunities to apply their previously learnt skills in other contexts, such as Topic, Science or RE.

Integral to the process of writing is speaking and listening. ‘Talk for Writing’ (Early Years Foundation Stage / Key Stage One) is essential to enable children to articulate their thoughts, retell stories, orally create new stories and orally rehearse what they are going to write and re-read what they have written. This runs alongside the writing process.

Maths:

At Mayfield we base our Maths lessons on Singapore Maths principles and have adopted the ‘Maths No Problem’ approach. It is designed to ensure that children fully master key maths concepts in a visual and practical manner.

In Early Years, children use ‘Mastery in Number’ for their learning. These are daily teaching sessions which focuses on children developing their deeper understanding of number, making links between all elements of number. Maths is a focus of continuous provision within the unit, with the provision always linked to Mastery in Number sessions.

In Key Stage One and Two, the daily Maths lessons follow five main stages of a **Maths - No Problem!** lesson. These components are exploration, structured discussion, practice, journaling and reading. Children also have daily ‘Fluency’ sessions which hone their arithmetic and number facts.

4.5 Religious Studies

Mayfield Primary is a community school and does not have a designated faith character. Religious education is part of the National Curriculum and is studied by all pupils up to the end of Key Stage 2. Our schools follow the local Agreed Syllabus determined by the Local Standing Advisory Council on Religious Education (SACRE) which has been developed by faith leaders, teachers, parents / carers and families working together.

The curriculum is designed to develop pupils’ knowledge and understanding of, and their ability to respond to, Christianity and other principal world religions (Buddhism, Hinduism, Judaism, Islam, Sikhism). By exploring issues with and across world faiths, pupils learn to understand and respect different religions, beliefs, values and traditions and their influence on individuals, societies, communities and cultures.

4.6 Enrichment (The Co-Curricular Offer)

Our broad, balanced and knowledge-based curriculum does not end at the timetabled subjects. Our curriculum encompasses every pupil’s whole school experiences 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.

Children in Key Stage 2 are given the opportunity to complete the 'Sports Leader' achievement. They are also given roles and responsibility across school, such as buddies, school council, prefects, etc, in order to broaden their experiences at school.

Careers week is an important part of a child's time at Mayfield. It is so important for our children to be exposed to as many different career opportunities and chances in life they may not be aware even existed.

Extra-Curricular clubs include cooking, sports, arts, and computing, for example.

4.7 Social, Moral, Spiritual and Cultural Development and Wellbeing

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 PSHRE, RE and Circle Time activities.

At Mayfield we promote children's well-being through our PSHRE and SMSC curriculum.

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.

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.

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

4.8 Preparing children for beyond primary (secondary, further education, work)

Change is a normal part of life and can provide opportunities for children and young people to develop their resilience. Whether a child or young person is starting primary school, secondary school, further education, changing schools, or leaving school for university or work, this transition period needs to be carefully managed. If a child struggles with a transition it can have a negative impact on their wellbeing and academic achievement.

During any transition period, it's important that children and young people are able to talk about their concerns and are supported to cope with any readjustments.

At Mayfield to enable a smooth as possible transition, we follow a range of strategies.

These include engaging with parents, connecting with next stage settings, using health and wellbeing lessons to prepare our pupils.

For children with additional needs, plans are put in place to support them and address any potential barriers which may hinder the transition process.

4.9 Achievement for All

Teachers plan high quality, inclusive lessons that provide challenge but accessibility for all pupils and ability groups. They utilise appropriate assessment and deliver 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.

At Mayfield Primary School, we operate a 'scaffolding up' policy, meaning we seek to encourage all children to access age-related learning, 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.

5. The Quality of Education: Governance

The trustees of The CET have delegated the monitoring of the quality of education to local governance in each school. Local governors review progress against school improvement priorities, which are identified by the Headteacher with the advice and support of the CEO and the School Improvement Partner, hearing from leaders and where possible seeing, in practice, how the design and delivery of the curriculum is developed

and improved and how this is helping all pupils and students, including those with SEND or who are disadvantaged, to learn well, make good progress and achieve.