



CROXBY PRIMARY SCHOOL

CURRICULUM POLICY - THE CROXBY WAY

Effective Date: October 2024

Date of minuted approval by the Board of Governors: October 2024

Review Committee: Local Governing Board

Review Date: October 2025

This policy should be read along with the Marking and Feedback Policy and the Teaching, Learning and Assessment Policy.

Rationale

The intent of our 'Croxby Way' curriculum is to deliver a curriculum with a balance of knowledge, concepts, values and skills, which will enable all our children to achieve their academic, social and emotional potential.

Our curriculum embraces the culture of 'Aiming High' underpinned by a broad, culturally rich and inspiring curriculum to ensure that all pupils are well equipped for the next stages in their education. We provide a wide range of enrichment opportunities to engage learning and to celebrate and develop the individual talents of our pupils, recognising everyone as unique with their own ambitions, talents and dreams. We provide an environment that encourages lifelong learning. Children leave Croxby with a sense of belonging to a tightly knit community where they have the confidence and skills to aim high, make healthy decisions, have pride in themselves and their work, be respectful, make strong connections and become lifelong learners.

We follow the CUSP curriculum to teach history, geography, science, art, and design technology. For all subjects there are aspirational–medium-term plans that ensure children benefit from a progressive sequence of subject knowledge gains and key concepts that build over time whilst developing strong vocabulary acquisition. Each topic is supported by a well-designed knowledge organiser, which supplemented by knowledge notes for individual lessons and regular low threat quizzes to support retrieval practice.

Our Curriculum – The Croxby Way

We aim to meet the needs of the children at Croxby by having a curriculum that focuses on:

- our core Croxby values – Work Hard, Aim High, Be Kind.
- pupils becoming leaders of their own learning
- children developing a rich vocabulary and knowledge base in their long-term memory
- removing barriers to learning to allow all children the chance to succeed
- enhancing and cultivating pupil's personal growth, development and character
- curiosity and love for learning, ensuring children are set for success now and in the future
- setting aspirational goals and being the best we can be

The Croxby Way curriculum will:

- enthuse our pupils with an innovative and imaginative curriculum that drives and deepens learning across all Key Stages
- promote high achievement and maintain all learners' interest through subjects, knowledge and skills which are interlinked through carefully chosen substantive concepts that provide meaningful context
- provide a rich a varied curriculum with a range of enriching experiences for all learners
- encourage children to know more, do more and remember more
- create opportunities that develop investigative, creative and practical skills for all
- encourage an understanding of diversity, culture, religion and celebrate difference
- develop children's life skills
- develop children's problem-solving skills
- encourage calculated risk taking
- develop children's metacognition skills and encourage self-regulation
- ensure children build a core knowledge base that is remembered over time

Guidelines

There will be evidence in all our classrooms, across the wider school environment and on the website of the impact of our curriculum on pupils' enjoyment and outcomes by:

- displays linked to each subject, celebrating children's work as well as showcasing the knowledge organiser and lesson sequence for each topic
- progression displays for specific subjects highlight the high-quality expectations for that subject and vocabulary linked to the subject in each year group
- non-fiction books linked to each subject matter will be available to encourage high quality, independent reading and research
- live modelled expectations by the teacher in every lesson available for reference

We aim to provide a curriculum with a full and broad coverage for all pupils and our teachers will ensure that:

- the curriculum delivered is specific to the needs of our Croxby children
- children will use cognitive skills to solve problems and collaborative learning encouraged
- children will have the opportunity to develop knowledge acquisition within the lesson before being asked to apply their knowledge through a 'teach, task, teach task' method of pedagogy
- cognitive load is considered when planning the pitch of work correctly whilst ensuring knowledge and skills deepen throughout the lesson using an 'connect, explain, model, attempt, apply, challenge' approach
- Spanish is taught weekly in Key Stage 2
- Relationship and Health Education and Personal, Social and Health Education is taught weekly through our Set for Success lesson and additional assembly
- children develop cultural understanding through exploring faiths and world views
- sketchbooks and design technology books are used to allow children the opportunity to develop their skills and techniques and improve previous work

- Science, history and geography books are used to record some tasks and knowledge notes to support children in remembering more over time
- children have access to a minimum of 60 physical education lessons a year
- Charanga Model Music is used as a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally.
- all children are taught musical theatre every year and have the chance to perform to an audience
- using Teach Computing ensures that ICT is embedded and used to enhance learning and develop computing skills
- reading and vocabulary are embedded in all lessons to allow children the chance to connect learning and deepen their understanding across subjects
- metacognition skills are embedded in all lessons and children are encouraged to plan, monitor and reflect on tasks to encourage self-regulated learners
- children have opportunities to develop a strong sense of scholarship through our graduate award system

Our teachers and staff with specific learning responsibilities will ensure that:

- knowledge organisers are precise and reflect the core knowledge which will be acquired throughout the topic and shared with the children as a retrieval support tool
- lessons are planned to encourage independent and collaborative learning with a range of practical tasks which cater for all children
- children are aware of the subject they are learning (e.g. we are being geographers) and the enquiry question is clear at the start of the lesson for all pupils to focus on
- trips and visitors are planned to enhance subject knowledge and skills whilst increasing pupil enjoyment
- reading underpins all lessons
- tier 2 and tier 3 vocabulary are taught effectively throughout science and foundation subject lessons to develop children's knowledge and application of words
- spaced review of previous learning is embedded through tri-weekly retrieval lessons and is tracked annually using low-threat quizzes

Implications for the whole school will be:

- pupil progress will be monitored within each subject, for each topic, using low threat post test quizzes as assessment tools
- monitoring and evaluation of learning to check progress and effectiveness of the curriculum
- books will be monitored within each subject to ensure high quality tasks that deepen understanding and the quality of pupil responses
- pupil voice feedback based on enjoyment of each theme and knowledge acquired
- staff training sessions to share good practice
- team teaching/ paired observations/use of teams to share good practice