

# OUR CURRICULUM OFFER

## Millfields First School

What is the body of knowledge and skills which forms the extent of the curriculum?							
English and Maths Knowledge & skills		Subject specific knowledge and wider curriculum skills		Personal skills		Values	
<b>Content: National Curriculum</b>		<b>Content: National Curriculum</b>		<b>Content:</b>		<b>Content:</b>	
Reading	Number	Religious Education	Design Tech.	Leadership	Resilience/perseverance	Friendship	Independence
Writing	Calculation	Science	Music	Self-reliance	Team work	Helpfulness	Teamwork
SPaG	Measurement	History	PE.	Independence	Pride	Respect	Kindness
Handwriting	Fractions, Decimals and Percentages	Geography	PSHE	Tolerance	Commitment	Charity	Honesty
Presentation		Art/Design	MFL	Developing different learning styles		<b>British values (Nat. Curriculum)</b>	
Speaking	Geometry	Forest school specific skills		Intrinsic to the wider curriculum		Taught through the wider curriculum	
Listening	Data Handling						
<b>Extra-Curricular Provision</b>		Clubs, activities, trips, residential visits, workshops, sports events and activities					

How is the curriculum designed, organised and delivered?			
Subject Expertise	Thematic learning	National Curriculum coverage	Skills and knowledge
All class teachers are responsible for teaching all subjects Forest school leaders have forest school leader qualifications Subject leaders lead CPD for staff on their specialist subject area	Subjects are taught discretely, but are also loosely themed, where this is appropriate.	Effective timetabling; Following Government requirements;	Each year group has a set of 'non-negotiable' skills that children should have acquired by the end of the school year. Skills and knowledge within subjects is progressive with defined end points
<ul style="list-style-type: none"> <li>What is the timetable going to look like? 2 hours of PE, commitment to teaching English and Maths daily, strong focus on Early reading and "getting the basics right" in KS1, curriculum which isn't narrowed, especially in KS2</li> <li>What underpins the curriculum design? Ambition, possibilities, outdoor learning and oracy.</li> </ul>			

How do we ensure curriculum and skills progression?			
Functional age-appropriate skills in English and Maths	Progression of non-core subject skills	Personal skills developed by role models & expectations	Values – taught & developed through wider curriculum
Ensuring every child is 'next year ready' with key functional skills when they leave current year group – skills are 'fingertip ready'	All subjects have defined end points and a progressive curriculum	Resilience/Perseverance Commitment/independence Collaboration/Team work – Study of key characters in History, Science etc. Adaptive teaching/Mixed ability grouping/working collaboratively	British values taught through PSHE, assembly, SMSC taught through whole curriculum
Reinforcement/consolidation through revisiting key skills throughout the year			

How do we ensure that the curriculum meets the needs of all groups of pupils within the school?				
Higher, Middle, and Lower Attainers	Disadvantaged Pupils	SEND and vulnerable groups	EAL	Boys/Girls
Stretch/challenge, expectation, enrichment, for more able Support strategies for LA/MA, intervention groups, school led tutoring/ well- researched interventions. Scaffolded learning to ensure inclusion of LA, adaptive teaching, catchup/ keep up, pre-teach/ post teach	Narrowing achievement gap in Reading, Writing & Maths. Close tracking of all pupils. TA support, trips, reading/other resources for disadvantaged children, to ensure full access to curriculum. Access to school led tutoring. Additional lunchtime support for some children. Trauma informed school approach	Support provided through adaptive teaching, scaffolding; 1-1, small group TA support for LA, SEND. Access to school led tutoring. Good links with external agencies and home; involvement of attendance officer when necessary. Trauma informed school approach	Very small number of EAL children. Teachers able to differentiate effectively for EAL; swift progress due to targeted support.	Topics to suit varied interests; range of engaging texts for reading and catch-up

How do we monitor and know the quality of teaching and learning within the curriculum			
Teacher subject knowledge	Subject specialists:	Match of work	Resources
Observations of teaching and learning; book looks, pupil interviews, pupil progress meetings	Sports coaches (eg cricket, golf, tag rugby).	Questioning/ pace of learning Quality of pupils work & progress/ Displays of work.	TA support in every class, extra support for SEN children.

	Each subject leader to keep up with latest research into own subject. Subject leaders to lead staff meetings with findings from their monitoring and with latest updates.	Observations of teaching and learning; learning walks, book looks; moderation of work across the curriculum, talking to children about their work.	Resources purchased to enable high quality curriculum delivery and support. SEND resources purchased to meet the needs of individuals. CPD used to enable teachers to deliver an effective curriculum.
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<b>How do we assess the impact of the curriculum on our pupils?</b>			
<b>Outcomes: English &amp; Maths</b>	<b>'Next year readiness'</b>	<b>Pupil attitudes to work</b>	<b>Pupils live out the values</b>
External test results, Y1 phonics, reception base line and GLD, Y4 multiplication tables, in-year assessments throughout the school. These show that children have good attainment and make good progress	Many pupils progress to next year group with age-related & relevant key skills. Pupils are closely monitored for attainment and progress. Strategies put in place to close any gap forming.	Confidence, independence, resilience, perseverance, self-sufficiency. Pride in their school, their work.	Millfields values and British Values through their actions, attitudes and relationships. Pupils' areas of responsibilities – School Council, Play Leaders, eco-council, digital leaders
<ul style="list-style-type: none"> <li>▪ <b>When pupils leave school are they 'middle school ready'</b>- the majority leave with relevant knowledge, skills, aptitudes, attitudes/ values; also social skills and good understanding of relationships and responsibilities. They have had a good transition by visiting our main feeder school throughout the year for various events and the middle school teachers coming to Millfields to teach/talk to the children.</li> <li>▪ <b>How, and what forms of assessment are used to move pupils' learning on and evaluate curriculum success?</b> Ongoing assessment, formative, daily; summative assessment tests; assessing through marking/feedback</li> </ul>			

<b>Who is responsible for the curriculum, its review and evaluation, and its impact?</b>			
<b>Headteacher/Senior Leaders</b>	<b>Subject Leaders</b>	<b>Class Teachers</b>	<b>Governors:</b>
Design and organisation of the curriculum – meeting statutory requirements, whilst being both visionary & inspirational, yet measured. Setting and QA of standards. Ongoing tracking, monitoring, moderating. Regular monitoring by SLT	Planning – Long-term plans Subject skills/ knowledge progression, defined end points Resources, Accountability for Monitoring of standards Review, evaluation & action planning for improvement.	Subject knowledge, planning, organisation, delivery and evaluation. Pace of learning; resources Pupil outcomes & achievement (acquisition of skills/knowledge across curriculum); maintaining interest by regular self-evaluation.	Joint monitoring with SLT; Quality assurance; learning walks, SLT reports to governors
			<b>Pupils/Parents:</b>
			Pupil questionnaires/survey Parent questionnaire

<b>Does the curriculum ensure that most pupils leave the school independent, and with skills, knowledge and attitudes which prepare them well for their future lives – they are fully literate, numerate and articulate?</b>
Positive contribution made by pupils – willingness to volunteer, help, support others. Children are taught to have ambition- to know what possibilities the curriculum opens up to them