



## Curriculum Policy

### Policy Details

<b>Policy Level</b>	School
<b>Document Approver</b>	Trust Board
<b>Document Status</b>	Final
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## 1. Introduction

At Courthouse Green every child will receive the most exceptional learning opportunities to enable them to achieve excellent personal and academic growth through our rich, exciting and challenging curriculum. Our curriculum ensures that all children feel valued and represented and enjoy their learning in a safe, supportive, encouraging, challenging and inclusive environment. At Courthouse Green our curriculum embodies our Core Values:

- Kindness
- Pride
- Improvement
- Resilience
- Collaboration
- Responsibility

We ensure that both these Core Values and our focus on the Thrive approach are central to all that we do, nurturing respectful, creative, independent and confident learners and orators who develop life-long learning skills in their time with us.

## 2. Curriculum vision and aims

**“All children start their school careers with sparkling imaginations, fertile minds, and a willingness to take risks with what they think.” (K. Robinson)**

At Courthouse Green we have developed a curriculum which is ambitious, relevant and engaging, it is developed by us in conjunction with the children and is bespoke to the children of our school. Our curriculum allows **every child to succeed** opening their minds to new experiences beyond the classroom and preparing them to be successful and lifelong learners. We are committed to ensuring that children are excited and inspired by their learning, showing determination in all that they do. Through our curriculum we want to teach children to show curiosity, be imaginative, collaborative and resourceful learners who understand how to keep themselves physically and mentally well.

Our curriculum aims to develop children's understanding of the world around them and prepare them for the next stage of their education. We want all our children to be excited, engaged, challenged and motivated to learn through our curriculum but also able to question and think deeply about what they learn, led by our Core Values and British Values.

At Courthouse Green, we want all children to have a strong understanding of where they come from, who they are and the impact that they can have on society. We want all children to have a strong sense of pride in themselves and to have a firm sense of belonging both in the school and in the wider community. We teach learners how to use technology responsibly and safely and ensure that opportunities are provided for children to learn about life beyond Coventry and in the wider world. It is essential that we use every moment we have to help our children to thrive and achieve success in their school life and beyond.

As a Voice 21 Centre of Excellence, our bespoke curriculum has Oracy and vocabulary at the heart. We provide opportunities for all children to talk and discuss their views with confidence, reflecting on their own views and the views of others. We encourage children to talk about the world in which they live, developing tolerance, respect and having a good understanding of the benefits of democracy and law. We recognise that our children need lots of opportunities to talk, developing their range of vocabulary and language skills in order to articulate their thinking and understanding.

The vocabulary that we expect our children to learn and use is ambitious and provides challenge for all children. Opportunities to talk are expertly woven into all lessons, enabling children to be partners in their learning and frequently practice their Oracy skills. By the time learners have left Courthouse Green, they will have mastered both a range of substantive and disciplinary knowledge through Oracy opportunities, deliberate practice and assessment for learning, this is aided by our use of technology as an Apple Distinguished School.

**“In short, it’s nothing more than being able to express yourself well. It’s about having the vocabulary to say what you want to say and the ability to structure your thoughts so that they make sense to others.”**

In essence, we want children our children to be confident and articulate orators, to be proud of who they are and know that what they have learnt has the potential to shape their futures. Our curriculum enables every child leaving our school to have a positive image of themselves as a learner and community member.

### 3. Intent

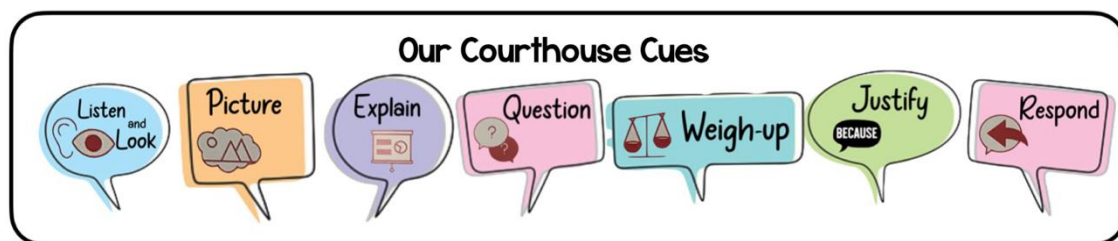
It is our intention that all children leave Courthouse Green with a strong sense of self belief, wide skill set, secure knowledge and ability to articulate their learning and opinions with confidence. We recognise that the children of Courthouse Green have a range of diverse backgrounds and life experiences and our exceptional, rich and exciting curriculum provides all children with opportunities to achieve excellent personal and academic growth. We believe that by underpinning our curriculum with the Core Values of our school, our children will be ready to successfully meet any challenge that comes their way and will have the ‘cultural capital’ required to achieve their aspirations.

At Courthouse Green our curriculum intent is based on the following four key drivers:

#### Talk

As a Voice 21 Centre of Excellence, talk is a crucial element of our curriculum, ensuring that the curriculum is equitable for all. We know that, with a rich vocabulary and opportunities to apply this, our children will succeed. A range of reading opportunities and texts help our pupils to enhance their vocabulary. Conversation helps children make links with existing and new knowledge which we know our children need lots of opportunities to develop. Through weaving talk, Oracy and vocabulary through all lessons we ensure that all children’s voices are truly valued and heard and that children become good communicators. We teach our children to ‘talk’ using a range of different groupings and activities and by using our unique ‘Courthouse talk cues’. We also teach our children to use subject specific vocabulary and sentence stems to ‘talk like a Geographer, Artist, etc’. In addition, children are given regular

roles to share their views and represent others such as School Parliament, Eco-council and year 6 leadership roles.



## Feel

Children need to feel an emotional hook or connection within their learning which motivates and inspires them. An emotional connection provides children with the opportunity to find personal meaning and connection. Our 'feel' driver allows children to engage with the topic at hand and collaborate with other learners through their shared experiences. We support our children to 'feel' the curriculum through our use of technology, drama activities and 'wow moments' which can include using technology for the purpose of iMovies or messages. In addition to this, enrichments, visitors and trips are frequently planned, and children tell us that they like the excitement that these bring.

## Question

Questioning helps children to think critically and helps children apply their learning to new and wider experiences. Through questioning, we allow our children to become curious, confident and resilient learners who develop a detailed understanding of their learning. Questions are crucial in helping children to remember, analyse, evaluate and question the information that they are provided with. Questioning is a key element of all lessons at Courthouse Green, both my staff and children, it is used as a tool to facilitate talk and enquiry in all learners.

## Reflect

The final driver in our intent is reflection; reflection is woven throughout our school both in subject lessons and in our Thrive approach. Reflection helps children to take the opinions and views of themselves and others and to form their own opinion. Our children are able to reflect on their learning and how their knowledge and understanding has improved or changed. Children will be able to critically reflect on the rich vocabulary learnt and make links between ideas and concepts. This is planned for in all lessons and learning journeys through our focus on Core Value champions and enquiry projects. We teach children to think critically about the sources of evidence they view and the world around them.

Our curriculum excites and engages children using real life contexts, encouraging them to reflect on the world around them. Regular assessment opportunities help children to develop from novice to expert learners in every discipline. Through our curriculum, children understand the importance of equality and equity and celebrate diversity in all its forms. Our children's understanding of the Core Values and our society are woven through our wider and PSHE curriculum, enhancing their spiritual, moral, social and cultural development. We are

determined that our exceptional curriculum will help all children to achieve high standards in all areas, growing as individuals.

#### **4. Implementation and Organisation**

**“Staff achieve the skilful ability to challenge and champion learning because the curriculum is crystal clear. Each strand is distinctly set out. It picks up and spirals round and upwards year on year. Pupils know and understand this too. They recall their last topic in the same breath as saying, ‘and now we use it to know this’ .” OFSTED, July 2023.**

Our curriculum is progressive, chronological, conceptual, coherent, board and balanced, each year building the skills and knowledge previously acquired in all subjects. Children are given a clear purpose and meaning for what they are learning so that they gain enjoyment and have a love of learning.

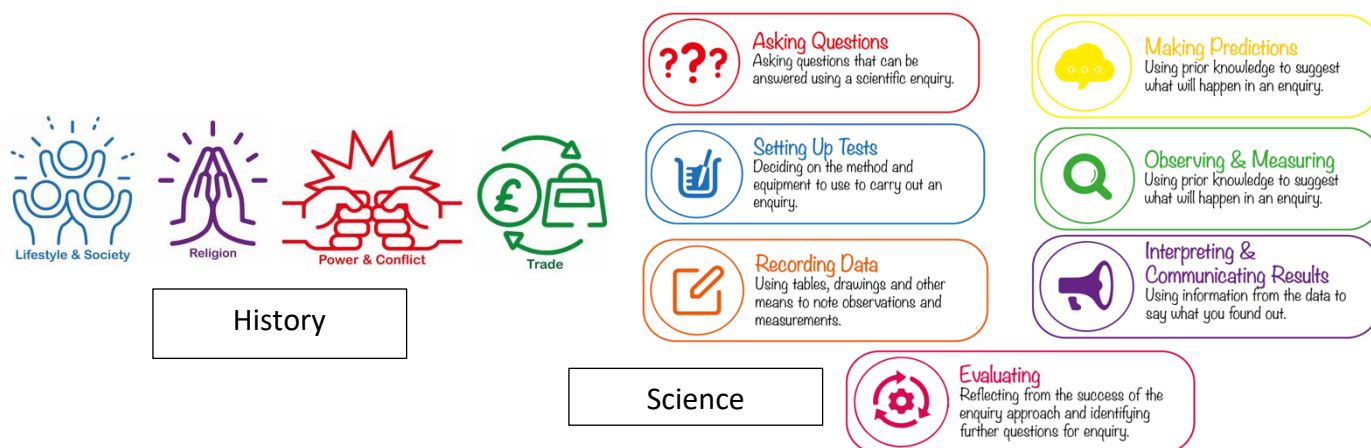
We are determined that all children leave Courthouse Green able to confidently and competently read, write and use maths to at least the level expected for children of their age in order that they can build on their achievements through the next stage of their education and beyond. We use Read, Write, Inc. as our strategy to teach children the initial skills of reading and writing. This is supported by several different interventions to support children. In Maths, we place a greater focus on fluency, reasoning and for our children to master concepts across Key Stage 1 and 2 to enable our children to be confident mathematicians.

Throughout our Early Years, learning opportunities support the children to develop the essential characteristics which enable them to be effective learners. Oracy and Quality Interactions are at the heart of all Early Years experiences. All leaders are aware of how their subject begins and is delivered through the Early Years, how this builds the foundations for children’s learning in school and how their subject is built upon from these crucial foundations.

Across school, children make links between units of learning, subjects and the previous years focus through the use of disciplinary concepts. These concepts are revisited each year with a new focus to enable children to learn more and remember more, they are also dual coded to ensure that all children can access at their level. Through this focus, children will gain a greater understanding of themselves as learners. In addition, each subject area has its own intent, developed by senior and subject leaders to ensure that children develop the discipline of each



subject. We ensure that this progression of skills is developed through our long-term subject plans in addition to our medium-term planning.



All year groups start the academic year with a history focus which they continue for half of the year, this is followed by a geography focus for the other half of the year. To ensure all subjects are valued and to foster a love of learning for all, Science is taught half termly in blocks (as is specified in Statutory Guidance) and Art and Design Technology is taught termly in blocks. As Personal Development is at the heart of the curriculum PSHE, Thrive, Religious Education and Physical Education (through the Real PE scheme) are taught weekly to ensure that our children understand the importance of their own views and health, the views of others and the world in which they live. This further supports our focus on the Core Values and British Values.

In addition, reading opportunities and key texts are woven through all subjects to ensure that children continue to develop ambitious and subject specific vocabulary, a keen love of reading and the Personal Development skills which are crucial for our children. These texts are diverse and representative of our children and wider society, as are our Core Value champions which are studied as part of each subject area and Inspire to Aspire days. As an Apple Distinguished school with deployment of Apple technology, the computing curriculum of digital literacy, coding and technological safety is woven throughout all subjects across the school year. The use of iPads within our curriculum promotes engagement and excitement and develops learners who are willing to approach, create and adapt to technological advances. Music and Forest School are taught weekly by expert teachers to ensure that all children develop subject specific skills in music and outdoor learning.

The curriculum will revisit themes and topics within subjects across the year to ensure that we continually build on prior knowledge. We are aware that children can struggle to retain new learning and therefore we have created our concepts and continuous revisiting and linking of topics and subjects to support children to build schema. Within our curriculum there is a key focus on ensuring children build upon and retain learning whilst developing a love and keen interest in all areas. Children are provided with opportunities to consolidate what they

have learnt through Oracy, rehearsal, application and enquiry, this has fostered a curriculum that can be accessed by all and helps children achieve well.

## 5. Inclusion

**“Attention to need and dedication to develop lifelong learning skills for pupils with SEND empowers learners.” OFSTED, July 2023.**

We are a fully inclusive school with two Enhanced Resource Provisions, one for children with Speech and Language Difficulties and another for children with complex needs. As a school, we also have a high percentage of children with Special Educational Needs both in our provisions and in mainstream classrooms. We strive to ensure that all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. We recognise that every child has the right to a broad and balanced education, which gives them the opportunity to realise their full potential and make progress. We are committed to providing full access to the curriculum by ensuring high quality adaptive teaching to meet all needs. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children. Teachers use assessment to set ambitious targets and plan challenging work for all groups, including the more able, those with lower prior attainment and those with a Special Educational Need or Disability. In addition, the language rich experiences that we provide support children with additional languages with the opportunity to learn English through absorption and specific language enhancement programmes. We use additional funding to support disadvantaged pupils, removing all barriers to every pupil achieving.

To ensure that we are fully inclusive with the delivery of our curriculum, our Enhanced Resource Provisions have their own bespoke curriculums which meet the needs of our children attending these. These are based on both the National Curriculum and our school curriculum. Where a child is able to access learning in a mainstream classroom they will do this for any relevant subjects with the support of an adult and to ensure inclusion is at the heart of our practice.

Working closely with the schools SENCO's we have tailored the curriculum to individual needs in our Enhanced Resource Provisions. These curriculums are underpinned by our school intent and cover units at an appropriate level and pace for the children in each provision. By doing this, the Enhanced Resource Provision classes have a clear progression in skills in line with other year groups and access to a rich, broad and balanced curriculum. We have also planned in opportunities for children to be involved in experiences such as trips and visitors with their peers, creating a bespoke curriculum for children to succeed in their learning in a suitable provision.

## 6. Assessment and monitoring

To ensure that learning is purposeful for all children, supporting them to develop from novice to expert in all subjects, assessment is an essential element of all subjects. Assessment for Learning is a crucial feature of all lessons, ensuring that feedback is given within and across lessons, to ensure that children make progress. Regular opportunities are provided to check



for children's understanding through entry and exit tasks, quizzes, the use of more formalised assessments and through the use of technology, when children make iMovies and keynotes to demonstrate their understanding.

Learning in the core subjects of Reading, Writing and Mathematics is evidenced and assessed through the use of children's exercise books. In most Foundation Subjects learning is documented via the use of technology using apps such as SeeSaw and Showbie for children to articulate and share their learning. Learning in all core subjects is also assessed using the school's online assessment system.

Monitoring of all subjects takes place on a termly cycle by subject and Senior Leaders, this is in the form of pupil conversations, planning and work trawls and visits from external consultants.

## 7. Enrichment and Communications with Parents



**“One hundred years from now it won't matter what kind of house we lived in or what kind of car we drove or what our bank account balance was; but the world may be different because we made a difference in the life of a child.” Sir John Jones**

At Courthouse Green we believe that every child is entitled to experience a range of enrichments to enhance their academic and personal growth and to further enhance their curriculum knowledge.

The children of Courthouse Green have access to regular enrichment opportunities including:

- Wow days and moments including the use of our immersion room.
- Regular trips linked to curriculum learning, such as Coventry city centre, Bosworth Battlefield and Twycross Zoo.
- Visitors linked to curriculum learning, such as Rainforest Roadshow.
- Visitors linked to our PSHE curriculum including the Community Police.
- Annual events such as Bedtime Stories, World Book Day and Charity Days.
- Inspire to Aspire days focusing on aspirations for the future.
- Our 11b411 entitlement including life experiences and trips such as residentials, a visit to the theatre, visiting London, performing on a range of stages, being an entrepreneur and taking part in sporting competitions and events.

- Regular attendance at Forest School sessions.
- Visitors to lead assemblies, such as Coventry Young Carers, Seven Trent, Coventry Building Society and Tech She Can.

These enrichments are communicated with parents and carers through the use of the Class Dojo app where staff regularly share weekly learning and events. Collaboration with parents, carers and the community are a vital feature of our work, parents and carers are an important partner in our curriculum delivery and enjoy sharing and celebrating learning with their children. Staff send weekly updates on classroom learning to families, in addition to communicating about home learning via our Seesaw and Showbie apps. To bring children's learning to parents and the community, family are also invited to attend celebration and class assemblies. Family also attend Theme Showcases and in the Early Years and Year 1 craft events and Chat, Play, Read, where children rehearse how to present an area of their learning to families before families are invited to come into school to see their child present and participate in learning activities.

## 8. Roles and Responsibilities

### The Local Accountability Board

The governing board will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation through termly visits to the school, meeting with pupils, observations of practice and termly book looks. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which
- includes English, maths, and Science, and enough teaching time is provided for pupils to cover the requirements of
- the funding agreement.
- Appropriate provision is made for pupils with different abilities and needs, including children with Special
- Educational Needs and Disabilities (SEND)

### The Head Teacher

The Head Teacher is responsible for ensuring that the curriculum is taught consistently across the school. The Assistant

Head Teacher (Curriculum lead), Senior Leaders and subject leads will support the Head teacher in this role.

### Subject Leaders

Subject leaders are an essential component in ensuring our curriculum is exceptional, they are chosen because they are experts in their subject, either with a linked educational

qualification or a background in their subject. Subject Leads ensure that the school curriculum is implemented in accordance with this policy through termly learning walks, work trawls, lesson observations and drop ins, staff CPD sessions, planning surgeries and discussions with pupils.

Subject leads are always available to support with planning, curriculum knowledge and lesson support and are advocates for their subject. They drive their subjects with passion and enthusiasm and have visions for how their subject is delivered and why it is important to our children. The Subject Leaders and the Curriculum Lead monitor Long and Medium-term planning.

All leaders ensure the curriculum is coherently planned and develops a progression of skills, building on what the children already know so that our children can learn more and remember more. Subject Leads and the Curriculum Lead ensure that the curriculum is real, relevant and has a purpose that will improve children's engagement and intrinsic motivation. Leaders ensure links are made across the curriculum from EYFS to Year 6 and that the pitch and content of lessons is appropriate for each year group. Skills are taught which can be manipulated and applied to a whole host of lessons and experiences offered through the curriculum.

## 9. Legislation

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. It complies with our funding agreement and articles of association. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

## 10. Links to Other Policies

Early Years Foundation Stage Policy  
RSE policy  
Teaching and Learning Policy  
Assessment Policy  
Home learning Policy  
SEND Policy  
PSHE Policy  
EAL Policy  
Equality policy  
Behaviour Policy  
Online Safety Policy