



Pilgrims School

Curriculum Policy

January 2022

Next review date: January 2023



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

Vision

At Pilgrims, we inspire each child to love learning

Introduction

Pilgrims provides a broad, balanced and creative curriculum alongside a vast range of extra-curricular opportunities and activities to promote and enhance the development of pupil's personal, social and emotional education.

Aims:

Through the delivery of the In The Moment planning (Little Pilgrims, Kindergarten and Pre School) and a creative curriculum based on a themed contextual approach (Reception – Yr 2), we seek to encourage, support and challenge all children to achieve the highest standards of which they are capable. We aim to help each child to achieve his or her full potential by providing:

- Opportunities for all pupils to learn and make progress
- Full-time education for pupils of compulsory school age which gives them experience in linguistic, mathematical, technological, human and social, physical, and aesthetic and creative education
- Subject matter appropriate for the ages and aptitudes of pupils.
- An education which fulfils the requirements for pupils with special needs and or a disability and those children who are supported through outside agencies or other professionals.
- A range of opportunities for pupils to acquire skills in speaking and listening, literacy and numeracy.
- Personal, social, health, cultural and economic education taking into account the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs in line with the school's aims and vision.

In addition to academic growth, our curriculum also aims to promote each pupil's spiritual, moral, cultural, mental and physical development and provide opportunities, responsibilities and experiences thereby, preparing them for the next stage of their education and adult life in a British Society.

In the moment planning- Little Pilgrims, Kindergarten and Pre School

- A model that allows child-initiated learning through play, based on capturing the interests of the children through personalised learning.
- Practitioners will take into consideration the children's interests to create meaningful educational experiences through providing an enabling environment, using quality interactions and teachable moments.
- The core elements for in the moment planning are:
 1. Environment.
 2. Quality interactions.
 3. Observation.

What we will do:

- We will provide an environment and opportunities that stimulate curiosity and challenge thinking.
- We will observe and listen closely to the children's play.

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- We will work alongside parents to create environments that will spark the children's interest.
- We will praise and reinforce positive learning experiences.

Teachable moments:

Teachable moments are about recognising that young children often learn in a more informal and creative way. Within this style of teaching we are looking for opportunities to allow learning to take place through child initiated play alongside providing challenge and open ended questioning when needed.

The Creative Curriculum – Reception – Yr 2

In order to engage, inspire and motivate we actively seek out opportunities to make the learning meaningful for the pupils. This is achieved in a number of ways, including:

- making links across subjects through the use of topic work
- identifying areas of interest to capture pupils' curiosity
- using a range of teaching styles to encompass the different learners within the classroom
- planning themed weeks to encourage creativity and innovation
- incorporating local and national initiatives
- working with the wider community

Content

Early Years Foundation Stage: In Little Pilgrims, Kindergarten, Pre School and Reception, the school follows the Early Years Foundation Stage Guidance for the learning, development and care of pupils below the age of five.

Seven interconnected areas of learning and development shape the EY curriculum. Three of these areas are particularly crucial for igniting children's curiosity and enthusiasm for learning. These are called the prime areas:

Three prime areas: Personal, social and emotional development,
Communication and language
Physical development

The specific areas then work to strengthen and contextualise the prime areas.

Four Specific areas: Literacy
Mathematics
Understanding the world
Expressive arts and design

The children also have access to specialist teaching in Forest School, music, swimming (from Kindergarten) and from Pre School, ICT. Reception children also learn French from a specialist teacher from the spring term of each year.

Key Stage One: Year One and Two base their planning on the National Curriculum. The school does not formally follow every aspect of the National Curriculum but it does follow many of its guidelines. It comprises of:

- Core subjects – English (speaking, listening, Literacy), numeracy and science
- Foundation subjects - history, geography, design technology, information technology, and physical education including swimming, music and art.
- Religious Education, in accordance with the Christian philosophy of the school

- PSHCEE
- French, taught from Reception upwards.

Coherent provision is made for the integration of cross-curricular skills. Opportunities for cross-curricular learning are developed wherever possible.

Each subject of the curriculum has a policy document stating:

- the aims and objectives for teaching and learning in that subject
- the plans and schemes of work to be followed by each year group
- teaching strategies to be employed in delivering the curriculum
- methods of assessment and recording
- resources available

Teaching and Learning

A separate Teaching and Learning Policy outlines details regarding:

- The school values
- Effective Teaching
- Learning experiences
- Planning
- Organisation
- Classroom environment

Extra-Curricular Activities

We are committed to providing opportunities to enrich each child's development and interests. We extend the curriculum by offering a programme of extra-curricular activities, such as: football, games, cookery, ballet, gymnastics, art, choir and orchestra to all pupils from Reception up.

Organisation

Cross-curricular themes are planned in each year group from Reception to Year 2. These focus on science, history, geography, R.E., PSHCEE, art and design and design technology. Where necessary some areas of the curriculum continue to be taught discretely. This includes some Literacy and Numeracy skills and concepts.

Throughout the Early Years, continuous provision provides children opportunities to access to all areas of learning and development, along with appropriate levels of adult initiated and led activities.

In Year 1 the children continue to access opportunities for independent learning and development alongside whole class teaching. They also have a minimum of three 'must-do' activities each week which they access and complete independently throughout the week. These focus on previous and new concepts across all areas of the curriculum. In numeracy they also have two 'must-do/booster' lessons each week where the children work in small adult led groups to boost and extend their understanding as well as being required to complete a separate independent 'must-do' activity when not at the adult led activity. This is also completed weekly during one topic lesson.

In main school pupils are taught in mixed ability classes with appropriate differentiation.

The Deputy Headteacher oversees the school's curriculum, working alongside the EYFS coordinator and Year Group Leaders.

Role of the year group leader

The role of the Year group leader is to:

- Lead and organise year group planning meetings and events.
- Compile planning documents, ensuring that the curriculum skills coverage is evident.
- Monitor the planning aiming for a consistent approach in presentation and content across the year group.
- Monitor pupil progress, ensuring the curriculum is accessible to all pupils within the year.
- Carry out lesson observations and learning walks to inform performance management, identify training needs and raise the standard of teaching and learning (lesson observation sheet appendix 1).

Role of the coordinator

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor planning and subject coverage across the year groups.
- Monitor pupils progress in the subject area.
- Manage the subject budget.

It is the role of each subject leader to keep up to date with developments in their subject, at both a national and local level. They review the way the subject is taught in the school and plan for improvements

Activities for a subject leader may include:

- annual review of the subject to identify priorities for its future development through the SIP
- write an Action Plan to underpin the Strategic Plan and review this each term (action plan format appendix 2)
- carry out focused lesson observations / learning walks and provide relevant feedback
- scrutinise work considering the standards across all abilities and ages, moderate with colleagues (work scrutiny record sheet appendix 3, moderation sheet appendix 4 and planning scrutiny appendix 5)
- review and update the subject policy when required in consultation with all teaching staff
- carry out an audit of resources ensuring appropriate deployment, use and storage.
- monitor displays and use of resources
- review and update scheme of work, where necessary
- identify training needs
- attend relevant and appropriate courses - provide feedback when appropriate
- commit to personal professional development in the area of responsibility
- report to Governors, where appropriate

Access and Inclusion

We are committed to ensuring that all pupils, regardless of ability, gender, race, religion, cultural background or physical disability, have equal access to the curriculum. Wherever practical and reasonable, provision will be made for pupils that have special educational needs and or a disability that may affect their ability to take part in lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, emotional and behavioural difficulties, and/or English as an additional language. The teacher should ensure that any special materials/ equipment needed for their lessons are readily available to support the children. They should differentiate the materials to meet the needs of all the children 'as all teachers are teachers of special needs' (SEN Code of Practice 2015). Children are firstly supported in the classroom through adult support and

additional materials. They then may be invited to small 'booster group' sessions to reinforce learning. Finally, there may be a need to have some 1:1 individualised learning outside the classroom for a short period of time following targets on an Individual Provision Plans (IPPs).

In addition, children who have been recognised as Able, Gifted and Talented will benefit from appropriate differentiation to ensure challenge and may, in addition, have an individual Challenging Individual Programme (ChIP) or Challenging Group Programme (ChGP).

Monitoring, Evaluation and Review

As part of our school self-evaluation process and for purposes of accountability, the teaching and learning provision at Pilgrims is monitored by subject co-ordinators, curriculum managers, the Deputy Headteacher and the Headteacher. The aim of monitoring is to raise standards by ensuring best efforts, encouraging reflective teaching and thus continually improving provision as outlined in the Monitoring and Evaluation Policy.

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. This group reviews subject policies as part of the review and development cycle.

Also refer to: Assessment; Monitoring and Evaluating; Teaching and Learning; EYFS; SEN; Able Gifted & Talented and Feedback and Marking, and individual subject policies

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Chair of Governors	Mrs Sarah Wheeler Sarah.thurman@rspb.org.uk Tel: 07760 271951
Chief Executive of the Harpur Trust	David Steadman – Tel: 01234 369512
Reviewed annually, date last reviewed	January 2022
Signed by Chair of Governors	

Appendix 1 - Lesson Observation

<p>Date: Class: Time: Grouping:</p>	<p>Lesson Context:</p>	<p>Teacher: Feedback Session:</p>
<p>Learning Prompts Pupils...</p> <ul style="list-style-type: none"> • Interested, Engaged • Making a good effort, developing good habits • Concentration, productive • Follow routines and expectation • Understand what they are learning • Make connections to previous learning • Challenged/ stretched • Developing knowledge, understanding, applying etc • Assess own work/progress • Know what is good and how work could be improved • Take pride in their own work • Take responsibility for own learning • Work well independently • Collaborate with others • Communicate their ideas effectively 	<p>Evaluating Learning and teaching:</p> <p>Are there any significant differences in the learning of different groups of pupils, or of any individuals?</p> <p>How well are pupils developing ideas and increasing their understanding within the lesson?</p>	<p>Teaching Prompts The teacher</p> <ul style="list-style-type: none"> • Establishes purpose, stimulates interest and inspires curiosity • Shares objectives/steps to success • Links to pupil's previous learning knowledge, understanding, ideas, skill • Activities pitched at right level • Provides appropriate challenge • Use AfL to differentiate effectively • Assesses and feeds back progress against the learning objectives • Uses questioning to gauge understanding • Good subject knowledge • Resources sufficient, well matched • Impact of support staff

Planning the feedback session

Teacher colleague:
Date:

Observer colleague:
Time:

<p>1. What were the strengths in pupils' response and learning?</p>	<p>2. How did teaching cause this? <i>Feedback here should help the teacher see the connection between what they did and how well the pupils responded, learned and attained</i></p>
<p>3. In what areas might the pupils have responded or learned better? <i>Feedback here should identify areas where the pupils may have underperformed. You need to priorities up to two areas that you can discuss in detail.</i></p>	<p>4. How might teaching improve pupil's response and learning? <i>Note here the sorts of strategy or approach a teacher might adopt to tackle these issues. <u>This is for your contribution to the discussion.</u> The teacher may suggest his or her own equally effective approaches.</i></p>
<p>5. Ideas agreed in discussion</p>	

Overall judgment about this lesson: Quality of Learning:
Quality of Teaching:
Behaviour of Children:
Overall Quality of Lesson:

1: Outstanding 2: Good 3: Adequate 4: Inadequate

APPENDIX 2

ACTION PLAN 2019-20

RESPONSIBILITY:

AREA:



Link to School Strategic Plan

Mission:

Priority:

Specific Objectives:

Agreed How will the objectives be achieved?		Measurable How will you know it's been achieved?	Realistic Who is responsible?	Time bound
Actions	Budget	Success Criteria	Personnel	Progress review date
Leadership and Management				
Curriculum Development				
Quality of Teaching and Learning				
Monitoring and Evaluation				
Professional Development				
Other Areas				

Evaluation:

Appendix 3

WORK SCRUTINY PROFORMA

Subject:	Date:	Co-ordinator:
<p>Quality of work:</p> <ul style="list-style-type: none"> • Worked planned is appropriate to the ability of the pupils in the class • Evidence of challenge and support where necessary – differentiation • Planning followed and annotated • Evidence of skill progression through the term, year and school • Range of skills covered 		
<ul style="list-style-type: none"> • Clear learning objectives and success criteria 		
<ul style="list-style-type: none"> • Work marked according to school policy and evidence of appropriate feedback • Self and/or peer assessment • Evidence of praise / rewards 		
<ul style="list-style-type: none"> • Work well presented and organised 		
<ul style="list-style-type: none"> • Tasks completed 		
<ul style="list-style-type: none"> • Evidence of critical thinking having a go challenges links with other learning 		
<ul style="list-style-type: none"> • Consistency of standards with parallel classes 		
Strengths	Areas for development	
	Further action:	



Moderation Meeting - Early Years

Year groups meet termly to moderate Literacy and Numeracy. The table below needs to be completed during the meeting and relevant samples of work should be photocopied annotated and attached.

Date:
Area:
Development levels discussed:
Any discrepancies:
General Comments:
Concerns/issues:
Action:

Moderation Meeting - KS1

Year groups meet termly to moderate Literacy and Numeracy. The table below needs to be completed during the meeting and relevant samples of work should be photocopied annotated and attached.

Date:
Subject:
Focus:
Levels discussed:
Any discrepancies:
General comments:
Concerns/issues:
Action:

APPENDIX 5
Planning scrutiny



Subject		Subject leader:			Date:
	Pre School	Reception	Year 1	Year 2	Term:
Topic title					
List the skills planned for the term					
Is there a progression of skills?					
Is there evidence of planned:					
LO and SC					
Key questions					
Differentiation <i>(including support and challenge)</i>					
Plenary					
Use of ICT to support learning					
Use of adults					

Actions and notes for next steps:

What have I found out?	
Strengths	Areas for development

<p>What needs to be done next? (work scrutiny, gathering evidence e.g. displays, talking to staff, planning meetings)</p>	