



Forest Glade Primary School

Curriculum Policy

2024-2026

Introduction

We define curriculum as the totality of a child's experience, including not only what but how each child learns. Our broad and balanced curriculum has been developed to inspire our children through an enquiry approach. It also encompasses our school values of kindness, aspiration, confidence, creativity, enjoyment, perseverance, pride and responsibility.

Curriculum Vision

Our curriculum at Forest Glade has been specifically developed to address the needs of our children and community. It is underpinned by current research and statutory documentation (such as the National Curriculum), which ensures our children will be determined, curious and aspirant citizens who are prepared for the next stage of their journey. We give our children the knowledge and skills to understand the world and empower them to change it. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a social legacy.

We provide a broad and balanced enquiry curriculum underpinned by key knowledge of English and Mathematics to give all our children a doorway to a wider world and to fulfil their potential. Fluency in the core subjects enables access to the full curriculum and is therefore integral to our approach.

Curriculum Principles

In order to achieve this our curriculum is underpinned by the following principles:

At Forest Glade Primary School, we VALUE our curriculum. Our curriculum is **vocabulary rich**, creating **ambitious, lifelong learners** through **unforgettable** learning which supports children to show **empathy** for the world around them.

Our staff supported the development of these principles which is based on the context and needs of our local community. We communicate our principles through the acronym, 'VALUE'.

- **Vocabulary rich**

Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge, our children are taught a wealth of vocabulary throughout all subjects. We aim to develop confident and articulate communicators who can successfully communicate their knowledge, learning and understanding both verbally and written.

- **Ambitious**

At Forest Glade, we are ambitious for all our children. Our curriculum is ambitious and creates opportunities for our children to achieve the best possible outcomes, regardless of factors such as SEND, Pupil Premium and diverse backgrounds and needs. Our curriculum ensures

coverage of the National Curriculum, Early Years Foundation Stage (EYFS) framework and beyond. Through learning about significant people who have made a difference, places and events, our children know that there is a wealth of opportunities beyond their local community. Ensuring learning is purposeful develops an internal drive that leads them to dreaming big and aiming high. We encourage children to become confident, independent and resilient learners who persevere in the face of challenge in order to achieve. This helps shape their life chances and choices in the future.

- **Lifelong learners**

At Forest Glade, we pride ourselves on promoting curiosity and inspiring children to learn. Children possess an innate curiosity and drive to explore, learn, and grow and we help our children to connect to this natural curiosity to discover and contribute positively to the world around them. We develop learning behaviours through our values to ensure children are prepared for their next steps in education and beyond.

- **Unforgettable**

Through curriculum design and retrieval practices, teachers ensure that children revisit knowledge frequently to ensure knowledge is retained. Knowledge is remembered and understood.

Our curriculum inspires children by giving them unforgettable experiences during their time at Forest Glade. Experiences that inspire them across the curriculum as well as giving them opportunities that they may not have access to in their daily lives. We create unforgettable experiences within the classroom and through trips beyond school. This enables our children to understand the world around them

- **Empathy**

Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally. Children who learn about diversity and develop a cultural awareness have better social skills, increased understanding and are more tolerant of people who are different from themselves. Empathy is the ability to understand and relate to the feelings of another. Through knowledge of the world, we empower our children to change it and through our authentic outcomes our children show an understanding of how to be empathetic towards others.

Curriculum Design Process

Our curriculum areas are carefully designed through a termly enquiry. This is a thematic approach, initiated by an enquiry question, e.g. How can we make a difference? Each enquiry follows a journey over the term, with three enquiries planned per year. Each term is driven by a particular subject with other subjects enhancing the enquiry. These drivers are Geography, History and Art. Not all our subjects drive or enhance our enquiries and therefore some subjects are taught discretely. Each enquiry builds towards an authentic outcome to provide the children with an opportunity to showcase their learning and answer their question.



Our curriculum is based on the September 2014 National Curriculum for Key Stages One and Two and the 2021 Early Years Framework. Teachers follow a clear planning structure for our enquiry curriculum.

The Key Knowledge Progression Documents (KKPDs) have been created using the National Curriculum and have been broken down into the composite knowledge our children will be taught. Each subject has a KKPD which teachers have carefully planned to cover across the year either as part of an enquiry or discretely. Click [here](#) to read our KKPDs.

A Long Term Plan has been produced alongside subject maps to ensure the correct coverage, identify links across our curriculum and to outline the enquiries for each term. This clearly shows a child's learning journey from EYFS-Y6 and the progression of knowledge.

Our teachers use the statements from the KKPDs to create the granular learning sequences that build knowledge to answer the enquiry question. These are evidenced in our Medium-Term Plans alongside the development of vocabulary in each subject. From the MTPs, teachers identify the sticky knowledge that children need to know (key facts and concepts that children are expected to retain long-term). This is captured on knowledge organisers which children use throughout their enquiry or discrete learning. Teachers regularly quiz children on their sticky knowledge through the use of their knowledge organisers, reactivate part of our lesson design and low stake quizzing.

Assessment

Assessment and record keeping is how our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers can build up a profile of individual strengths and areas for development.

In Reading, Writing and Maths, we use standardised termly tests to form an assessment of a child's progress alongside work in the books and knowledge of the child. Our children have the opportunity to demonstrate that they 'know more and remember more' in other subjects through the use of our 'sticky knowledge' quizzes and their authentic outcomes which showcase the knowledge they have learnt in order to answer their enquiry question. Subject maps ensure that our sticky knowledge is revisited throughout a child's journey from EYFS-Year 6.

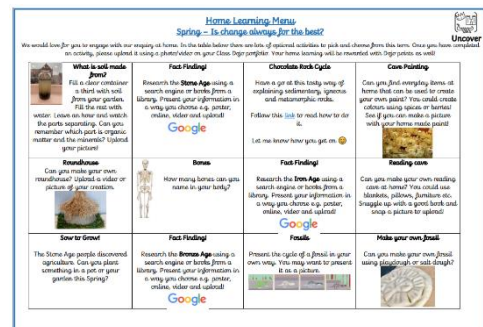
Learning Environment

Our learning environments are used as teaching tools. As a school, we keep them organised with key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. Each classroom captures the sequence of learning in our Enquiry, Science, Maths, Writing and Reading. Key vocabulary is captured on yellow paper with black writing to stand out and there is a consistent layout across the school to ensure clarity for children.

Alongside our quizzing of sticky knowledge, we focus on interrupting the forgetting curve and ensure that the knowledge goes into long term memory by displaying past enquiries in our corridors which the children regularly refer to.

Home Learning

We use Class Dojo at Forest Glade as a 'window into the classroom' so that parents are aware of what is being learnt. We send termly enquiry Home Learning Menus alongside knowledge organisers for our enquiries. Our Home Learning Menus provide practical, fun ways to get involved in our enquiry learning at home and the knowledge organisers help parents to reinforce the knowledge at home. We also ask that parents hear their child read x3 a week and provide them with access to Times Tables Rock Stars to practice their times table fluency.



Special Educational Needs and Disabilities (SEND)

The curriculum is designed to provide access and opportunity for all children who attend Forest Glade through quality first teaching. In each subject, we have thought carefully about possible curriculum adaptations that may need to be made. If we think it necessary to adapt the curriculum to meet the needs of children with higher level complex needs, then we sometimes create a bespoke curriculum linked to their year group's content in consultation with parents and other agencies involved.

Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable work and scaffolding opportunities to support a child's different needs.

Equal Opportunities

It is important that teachers plan work that offers equal opportunity in respect of gender, race and ability. For example:

- by ensuring that activities are carefully thought out to meet the needs of all children and ensure scaffolds are available to the children who need more support.
- by ensuring that subjects are promoted to both sexes and that the materials used are attractive to all children
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest and tolerance towards people and places beyond their immediate experience.