

Dean Valley Community Primary School



Dean Valley
Community Primary

Teaching & Learning Curriculum Policy

Person responsible for Policy
Written/Reviewed

Date for next Review

Vicky McPherson

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Curriculum Teaching and Learning Vision

At Dean Valley Community Primary School, our curriculum is rooted in our **Bright** Values, our Rights Respecting Schools ethos, and our commitment to ensuring every pupil flourishes academically, socially and emotionally.

We believe that every child has the right to an ambitious, broad and inclusive education that enables them to succeed now and in the future. Our curriculum develops knowledgeable, curious and responsible learners who understand their place within the local community and the wider world. Through rich learning experiences, high expectations and meaningful opportunities to apply learning, pupils develop the confidence, resilience and character needed to contribute positively to society.

The curriculum is built upon the National Curriculum and is designed to ensure pupils progressively acquire, connect and retain knowledge, skills and vocabulary over time. We want children to know more, remember more and do more, enabling them to become lifelong learners who are prepared for the next stage of education and life in modern Britain.

Our curriculum reflects our commitment to inclusion, equality and respect for children's rights. We celebrate diversity, encourage aspiration and ensure all pupils can access and succeed within the full breadth of the curriculum.

Curriculum Intent

We intend to:

- Deliver an ambitious and inclusive curriculum that is accessible to all pupils.
- Build secure knowledge, understanding and vocabulary that develops progressively from Reception to Year 6.
- Ensure pupils know more and remember more through carefully sequenced learning.
- Develop fluent readers, confident communicators and capable mathematicians.
- Foster creativity, critical thinking and enquiry across all subjects.
- Promote pupils' understanding of their rights, responsibilities and role within society.
- Develop culturally aware citizens who value diversity, equality and inclusion.
- Ensure all pupils, including disadvantaged pupils and those with SEND, achieve well and are fully prepared and motivated for future learning.

Curriculum Implementation

The curriculum is implemented through high-quality teaching, carefully sequenced learning and consistent approaches that support long-term retention and understanding.

Our curriculum is primarily delivered through the Kapow Primary Curriculum, which provides clear progression in knowledge, skills and vocabulary across foundation subjects. This is strengthened through the selective use of high-quality resources and units from Oak National Academy where these enhance learning and support curriculum delivery.

Within history, teachers utilise the History Association's enquiry approach, embedded within Kapow, to develop pupils' disciplinary knowledge and understanding of how historians investigate, interpret and evaluate evidence from the past.

Teaching is underpinned by the school's Inclusive Teaching Model:

- Explicit Instruction
- Scaffolding
- Effective Feedback
- Positive Relationships
- Calm Classroom Environments

Teachers:

- Clearly identify the knowledge, vocabulary and concepts pupils need to learn.
- Build learning sequentially so new knowledge connects to prior learning.
- Use retrieval practice to strengthen long-term memory and retention.
- Adapt teaching appropriately to meet the needs of all learners.
- Promote discussion, questioning and vocabulary development.
- Provide opportunities for application of learning across subjects.
- Explicitly promote **Bright** Values and children's rights through curriculum experiences.
- Maintain high expectations for all pupils.

Learning is enriched through educational visits, visitors, outdoor learning, enrichment opportunities, cultural experiences and wider curriculum activities that broaden horizons and strengthen cultural capital.

Curriculum Impact

The impact of our curriculum is seen in pupils who achieve well, retain knowledge over time and demonstrate increasing confidence as learners.

Pupils leave Dean Valley as:

- Confident readers, writers and mathematicians.
- Curious learners who ask questions and think critically.
- Knowledgeable individuals who can connect learning across subjects.
- Responsible citizens who understand their rights and respect the rights of others.
- Resilient and reflective learners who embody our **Bright** Values.
- Well-prepared young people who are ready for the next stage of education.

The effectiveness of the curriculum is evaluated through:

- Ongoing formative and summative assessment.
- Pupil voice activities.
- Work scrutiny.
- Learning visits and lesson observations.
- Subject leadership monitoring.
- Analysis of outcomes and progress.

- Evaluation of inclusion and participation.
- Governor monitoring and challenge.

These processes ensure that pupils build secure knowledge, develop disciplinary understanding and achieve highly across the full curriculum.

Teaching and Learning Principles

At Dean Valley, we believe that outstanding learning is secured through high-quality teaching and positive relationships.

Effective teaching is characterised by:

High Expectations

Teachers maintain high expectations for all pupils and foster a culture where effort, resilience and achievement are celebrated.

Explicit Teaching

New knowledge, concepts and vocabulary are taught clearly and systematically, enabling pupils to understand what they are learning and why it is important.

Building on Prior Knowledge

Learning is carefully sequenced so that new knowledge connects with what pupils already know, helping them develop increasingly sophisticated understanding over time.

Retrieval and Recall

Teachers regularly revisit previously taught content through retrieval practice, ensuring important knowledge moves into long-term memory.

Effective Feedback

Feedback is timely, purposeful and focused on moving learning forward. Pupils are encouraged to reflect on and improve their work.

Adaptive Teaching

Teaching is adapted to meet the needs of all learners while maintaining ambitious expectations. Appropriate scaffolds and support enable pupils to access and succeed within the same curriculum.

Language and Vocabulary

The explicit teaching of vocabulary is a key feature of effective practice. Pupils are supported to speak, read and write with increasing confidence and precision.

Positive Relationships

Strong relationships between staff and pupils create classrooms where children feel safe, respected and valued.

Calm and Purposeful Environments

Classrooms are calm, purposeful and conducive to learning, enabling pupils to focus, participate and achieve success.

Rights Respecting Practice

Children's rights are embedded throughout school life. Pupils are encouraged to understand their responsibilities, show respect for others and contribute positively to the school community.

Inclusion

Dean Valley is committed to ensuring that every pupil can access an ambitious curriculum regardless of starting point, background or additional need.

All pupils are entitled to:

- High-quality first teaching.
- Appropriate adaptations and scaffolds.
- Access to a broad and balanced curriculum.
- Equal opportunities to participate and succeed.
- Learning environments that promote belonging and wellbeing.
- Support that enables independence and confidence.

The school works proactively to remove barriers to learning and ensures disadvantaged pupils, pupils with SEND and vulnerable learners are supported effectively to achieve their full potential.

Curriculum Design and Organisation

The curriculum is built upon the National Curriculum and delivered through a carefully sequenced one-year programme.

Curriculum content is primarily drawn from the Kapow Primary Curriculum, ensuring progression in knowledge, skills and vocabulary from Reception to Year 6. Selected units and resources from Oak National Academy are used where they strengthen curriculum delivery or enhance learning opportunities.

In History, teachers utilise the History Association enquiry approach through Kapow to support pupils in developing historical thinking, interpretation and enquiry skills.

Subject leaders work with teachers and senior leaders to ensure progression is logical, knowledge-rich and inclusive. Learning is designed around clearly identified end points so that pupils progressively build and retain knowledge over time.

Medium-term planning identifies:

- Key knowledge.
- Subject-specific vocabulary.
- Disciplinary knowledge and skills.
- Assessment opportunities.
- Inclusion and adaptive teaching strategies.
- Retrieval opportunities.
- Diversity and representation.
- Rights Respecting themes and links to British values.

Teachers adapt planning appropriately to meet the needs of their pupils whilst maintaining curriculum fidelity and high expectations.

Assessment

Assessment is an integral part of teaching and learning and is used to:

- Identify what pupils know and remember.
- Inform future planning and teaching.
- Identify pupils requiring additional support or challenge.
- Evaluate curriculum effectiveness.
- Report accurately to parents and governors.

Assessment includes observation, questioning, discussion, pupil work, retrieval activities, low-stakes quizzes and formal assessment where appropriate.

Monitoring and Evaluation

The Headteacher, Senior Leadership Team, Subject Leaders and Governors monitor the effectiveness of teaching, learning and curriculum implementation through:

- Learning walks and visits.
- Work scrutiny.
- Pupil discussions.
- Assessment analysis.
- Curriculum reviews.
- Staff professional dialogue.
- Governor monitoring activities.

Findings are used to celebrate strengths, identify priorities and drive continual improvement.

At Dean Valley Community Primary School, we are committed to delivering an ambitious, inclusive and knowledge-rich curriculum that reflects our **Bright** Values and Rights Respecting ethos. Through high-quality teaching, positive relationships and carefully sequenced learning, we strive to ensure that every child develops the knowledge, skills, understanding and character needed to thrive now and in the future.

