



# Curriculum Policy

## What is meant by ‘curriculum’?

Our pupils learn from every experience and interaction that they have while in our care. The Curriculum we offer encompasses everything that our pupils see, do and feel during their time with us. We believe that a broad and balanced curriculum does not consist just of the Core and Foundation Subjects that we teach. It is every pupil’s holistic experience of school. Extracurricular activities, trips, wider experiences, relationships, how we support pupils to behave and care for each other, how we support their understanding and tolerance of others and how we develop good mental health and positive views of themselves as learners and active citizens.

## Intent

At Mill View, we envision a curriculum that inspires, empowers, and equips our young learners to become compassionate, creative, and confident individuals who can thrive in an ever-evolving world. Our curriculum design is guided by the belief that education is not just about imparting knowledge but nurturing holistic development, fostering critical thinking, and instilling a lifelong love for learning.

With this in mind we have embedded our curriculum in ‘story’. Our curriculum begins with a story book and has its foundation in our English curriculum, from which it branches.

## *A CURRICULUM EMBEDDED IN ‘STORY’*

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Storytelling has been a powerful and fundamental human activity for millennia. It serves various functions in society, from entertainment and cultural preservation to education and communication. Several theories attempt to explain the power of storytelling:

1. **Cognitive Engagement Theory:** This theory suggests that stories are an effective means of engaging the human mind. Cognitive engagement occurs when individuals are drawn into a narrative, processing information in a way that makes it more memorable and emotionally resonant. The brain processes stories differently from facts, making them more accessible and relatable.
2. **Emotional Resonance Theory:** Stories have the power to evoke strong emotions in audiences. Through the use of characters, conflicts, and themes, storytelling can tap into universal human emotions, allowing people to connect with the narrative on a personal level. Emotional resonance often leads to empathy, understanding, and a deeper connection with the message being conveyed.
3. **Social Cohesion Theory:** Storytelling has played a crucial role in the formation and maintenance of social bonds within communities. Narratives help convey shared values, beliefs, and cultural norms, reinforcing a sense of belonging and identity among group members. This theory emphasizes storytelling as a tool for social cohesion and cultural continuity.
4. **Persuasion and Influence Theory:** Stories are persuasive tools. They can influence opinions, behaviours, and attitudes by presenting information in a compelling and memorable way. Storytelling is often used in marketing, politics, and advocacy to frame issues, shape public perception, and drive action.

5. **Identity Formation Theory:** Stories contribute to the formation of individual and collective identities. People use narratives to construct their own life stories, understanding themselves in the context of the stories they tell. On a broader scale, national and cultural identities are shaped and reinforced through storytelling.
6. **Learning and Education Theory:** Stories are a powerful educational tool. They facilitate learning by presenting information in a narrative format, making it easier for learners to understand and remember complex concepts. Educational storytelling also encourages critical thinking, problem-solving, and creativity.
7. **Catharsis and Healing Theory:** Stories can provide catharsis, allowing individuals to release pent-up emotions, confront fears, and find closure. Therapeutic storytelling is used in psychology and counselling to help individuals process trauma and emotional experiences.
8. **Sense-Making and Meaning-Making Theory:** Stories help individuals make sense of the world around them and find meaning in their experiences. They provide a framework for understanding complex events and moral dilemmas, guiding individuals in their search for purpose and understanding.
9. **Moral and Ethical Development Theory:** Stories often convey moral lessons and ethical dilemmas. They serve as a medium for exploring and transmitting cultural values, norms, and ethical principles. Through storytelling, individuals can reflect on moral choices and their consequences.
10. **Escapism and Entertainment Theory:** Stories offer an escape from the mundane and stressful aspects of life. They provide entertainment and allow audiences to temporarily immerse themselves in different worlds, experiencing a range of emotions and adventures.

*“Connection. Engagement. Appealing to all sorts of learners. Risk-free learning. Inspiring motivation. Conveying learning that sticks. It’s no wonder that more and more organizations are embracing storytelling as an effective way for their leaders to influence, inspire, and teach.”*

*Boris and Peterson, Harvard Business Publishing*

These theories highlight the multifaceted nature of storytelling and its capacity to influence individuals and societies on cognitive, emotional, social, and cultural levels. The power of storytelling lies in its ability to engage, connect, persuade, and inspire, making it a fundamental and enduring aspect of human communication and culture. Each topic therefore begins with a text and flows from there out.

Where relevant and pertinent, learning is tied to the story, providing a richer, deeper experience for learners and helping to embed the culture of learning.



# Vision

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1. **Holistic Development:** Our curriculum recognises that every child is unique and seeks to nurture their intellectual, emotional, social, and physical well-being. We aim to create well-rounded individuals who can excel in academics while also embracing empathy, resilience, and a sense of responsibility.
2. **Child-Centred Learning:** We prioritize the individual needs, interests, and abilities of each child. Our curriculum is designed to be flexible, allowing teachers to **apply a range of teaching pedagogy** to best serve the diverse learning styles within our school.
3. **Real-World Relevance:** We believe that education should prepare children for the challenges and opportunities of the 21st century. Our curriculum incorporates real-world applications, problem-solving, and critical thinking skills to enable students to thrive in an ever-changing global landscape.
4. **Inclusivity and Diversity:** We celebrate diversity in all its forms and strive to create an inclusive and welcoming environment for all children. Our curriculum reflects a wide range of perspectives, cultures, and backgrounds to promote understanding and respect for others.
5. **Joy of Learning:** We aim to instil a lifelong love for learning in our children. Our curriculum is designed to be engaging, interactive, and enjoyable, fostering curiosity and a sense of wonder that extends beyond the classroom.

## Curriculum Components

1. **Core Subjects:** We provide a strong foundation in core subjects such as mathematics, language, arts, science, and humanities, ensuring that children acquire essential knowledge and skills while promoting interdisciplinary connections.
2. **Enrichment Programs:** Beyond the core subjects, we offer a variety of enrichment programs in the arts, sports, and extracurricular activities that enable children to discover and develop their unique talents and interests.
3. **Character Education:** We integrate character education throughout the curriculum, emphasising values such as empathy, integrity, and resilience, to help children become responsible and compassionate citizens.

4. **21st-Century Skills:** Our curriculum includes the development of critical thinking, problem-solving, digital literacy, and communication skills to prepare children for the challenges of a rapidly changing world.
5. **Assessment for Growth:** We use a balanced approach to assessment, including formative and summative assessments, to track progress and inform instruction. Our focus is on growth and improvement rather than mere performance.

### **Continuous Improvement**

We are committed to ongoing evaluation and adaptation of our curriculum based on research, feedback from children, parents, and teachers, as well as the evolving needs of society. We believe that education is a dynamic process, and we strive to stay at the forefront of innovative teaching practices and educational trends.

### **In Conclusion**

Our vision for curriculum design at Mill View is one that seeks to nurture the full potential of every child, equipping them with the knowledge, skills, and values needed to thrive in an interconnected and ever-changing world. We aspire to create a learning environment where curiosity is celebrated, diversity is embraced, and excellence is attainable by all. Together, we will shape the future leaders, thinkers, and innovators of tomorrow.



# We are the Mill View TEAM

Together Everyone Achieves More



## We speak the language of learning...

We **communicate**



We are **creative**



We are **independent**



We are **curious**



We are **determined**



We are **confident**



We are **collaborative**



I am a scientist, historian, artist and activist, **investigating real problems** and **collaborating** with my TEAM to develop **real-life solutions**

I **think differently**. I **make links** between my learning and know how to **challenge** the 'accepted' with respect.

I am **pushed** and **supported** to do more than I think I can. I know how to get what I need to be the **best version of myself**.

I see **why I learn** and I am **motivated** to find answers. I **ask questions** about the world around me.

I **apply** my **knowledge** and my **skill**, even when things get tricky. I **keep going** and I make **positive changes** in my community. I expect that I will produce **excellent work**.

I know I can do what is asked of me, and I **believe in myself**. I show **trust** and **respect** to myself and others. I take **responsibility** for my learning.

I can work with my **TEAM** to get the best outcome for us all. I know how to **solve problems** together and can take different roles in a TEAM.

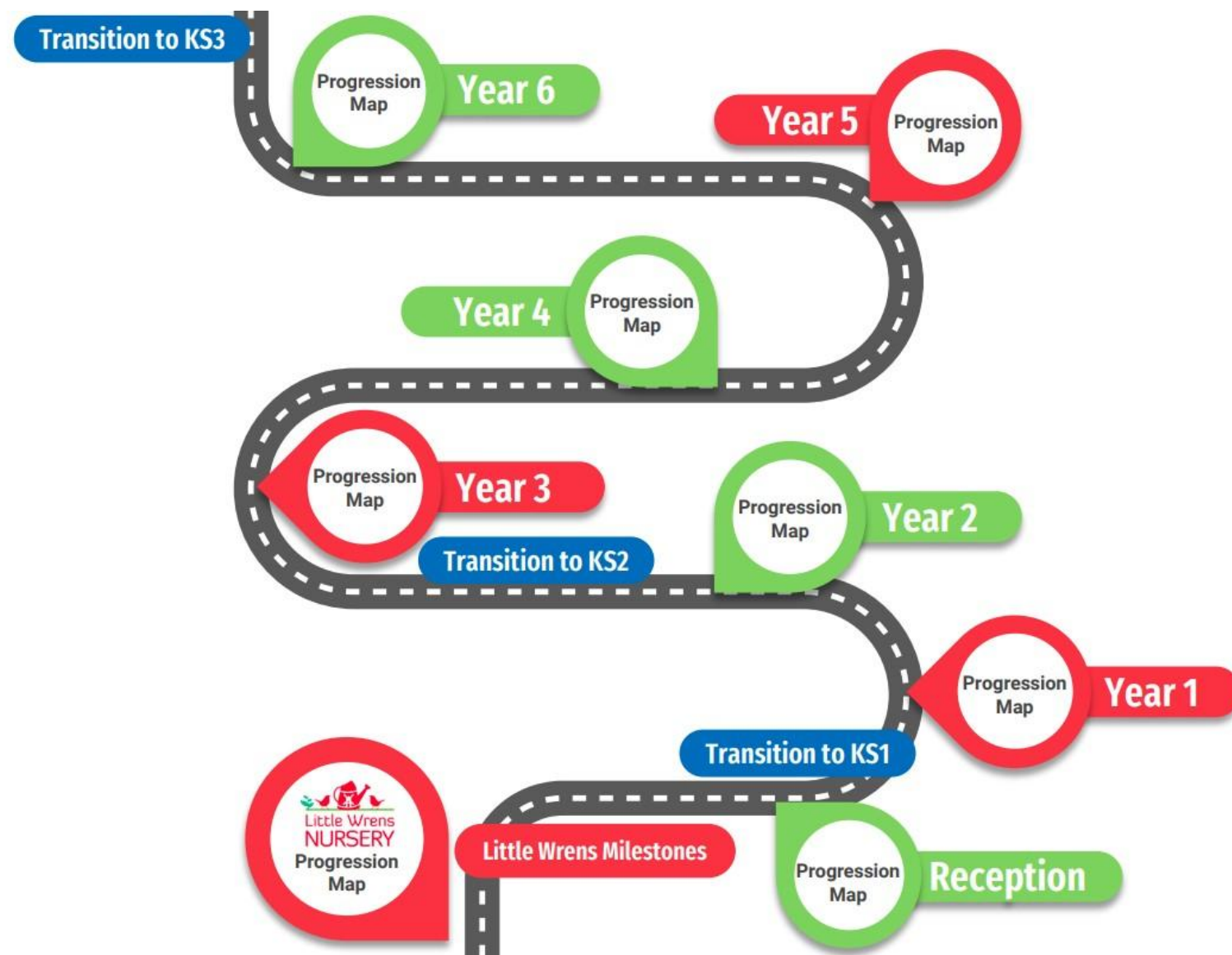


above all.... **COMPASSION**

I am **kind** to myself and others before anything else. I know how it helps to **make our world a better place**.



# Progression Through Our Curriculum



Through clear sequential planning, our curriculum provides not only memorable experiences but is rich in opportunities from which the children can learn and develop transferrable skills. The acquisition of knowledge and the development of skills is carefully planned to create purposeful themes and expected outcomes across all curriculum subjects.

Long Term Plans are developed into Medium Term Plans that clearly break down the sequence of longer term aims into daily and weekly Learning and assessment objectives. Teachers plan and Medium Term Plans and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point.

Class themes are driven by subject drivers which allow children to immerse themselves fully in their studies while making links across subjects & learning opportunities.

|        |                                                                     |                                                      |                                                      |                                                |                                                                  |                                                  |          |
|--------|---------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------|----------|
|        |                                                                     | Autumn 1                                             | Autumn 2                                             | Spring 1                                       | Spring 2                                                         | Summer 1                                         | Summer 2 |
| Year 1 | <b>History</b><br>Toys and Tales<br>                                | <b>Geography</b><br>What's it like where I live?<br> |                                                      | <b>Geography</b><br>Our Weather<br>            | <b>History and Geography</b><br>Our Zoo – My City and Others<br> |                                                  |          |
|        | <b>Toys and Tales</b>                                               | <b>What's it like where I live?</b>                  |                                                      |                                                | <b>Our Zoo</b>                                                   |                                                  |          |
| Year 2 | <b>Geography</b><br>Oceans and Seas<br>                             | <b>History</b><br>Famous Environmentalists<br>       | <b>Geography</b><br>My World Kitchen<br>             | <b>History</b><br>The History of Chocolate<br> | <b>History</b><br>The Great Fire of London<br>                   | <b>Geography</b><br>Green Cities<br>             |          |
|        | <b>We're All in the Same Boat</b>                                   |                                                      | <b>My World Kitchen</b>                              |                                                | <b>Bright Sparks</b>                                             |                                                  |          |
| Year 3 | <b>History</b><br>Hunter Gatherers of the Stone Age to Iron Age<br> | <b>Geography</b><br>Marvellous Maps<br>              | <b>Geography</b><br>Our City – Rivers and Routes<br> | <b>History</b><br>Curious about Canals<br>     | <b>History</b><br>Ancient Civilisations - Egypt<br>              | <b>Geography</b><br>What's it like in Cairo?<br> |          |
|        | <b>Hunters and Gatherers</b>                                        |                                                      | <b>Rivers and Routes – Our City</b>                  |                                                | <b>Egyptian Journeys</b>                                         |                                                  |          |

|        |                                                              |                                                            |                                                              |                                                                        |                                                      |                                                                                   |
|--------|--------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------|
| Year 4 | <b>History</b><br>Iron Age Celts and the Roman Invasion<br>  | <b>Geography</b><br>How can we improve our local area?<br> | <b>History</b><br>Vikings: Vicious or Victorious?<br>        | <b>Geography</b><br>A Journey through Europe<br>                       | <b>Geography</b><br>Volcanoes and Earthquakes<br>    | <b>History</b><br>What can we learn about the Romans from a study of Pompeii?<br> |
|        | <b>Invaders!</b>                                             |                                                            | <b>Journeys</b>                                              |                                                                        | <b>Ground Breakers</b>                               |                                                                                   |
| Year 5 | <b>History</b><br>The Development of Space Travel<br>        | <b>Geography</b><br>Planet Earth from Space<br>            | <b>History</b><br>Childhood in Cheshire – The Victorians<br> | <b>Geography</b><br>Children can Change the World – Sustainability<br> | <b>Geography</b><br>The Americas and Rainforests<br> | <b>History</b><br>Ancient Civilisations - The Maya<br>                            |
|        | <b>Beyond the Earth</b>                                      |                                                            | <b>A Child Like Me</b>                                       |                                                                        | <b>American Adventures</b>                           |                                                                                   |
| Year 6 | <b>History</b><br>Life in Britain after WW2 and Windrush<br> | <b>Geography</b><br>Caribbean Crossings<br>                | <b>History</b><br>History of Exploration<br>                 | <b>Geography</b><br>Mapping the World – Trade routes<br>               | <b>Geography</b><br>Coastal Chaos<br>                | <b>History</b><br>Personal History Project<br>                                    |
|        | <b>Hidden Lives</b>                                          |                                                            | <b>Exploring Our World Through the Ages</b>                  |                                                                        | <b>Life in the Extreme</b>                           |                                                                                   |

### Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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.



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.

### **Quality First Teaching**

This means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress

- ⊕ Staff have high expectations of themselves and all of the children.
- ⊕ Teachers are expected to impart knowledge accurately and with enthusiasm.
- ⊕ Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way. ⊕ Highly focused lesson design with sharp objectives.
- ⊕ High demands of child engagement with their learning.
- ⊕ High levels of interaction for all children.
- ⊕ Appropriate use of teacher questioning, modelling and explaining ⊕ Emphasis on learning through dialogue.
- ⊕ An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- ⊕ Regular use of encouragement and praise to motivate children.

### **Inclusion**

Teachers set high expectations for all pupils.

They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- ⊕ Pupils working above Age Related Expectation
- ⊕ Pupils with low prior attainment
- ⊕ Pupils from disadvantaged backgrounds
- ⊕ Pupils with SEND
- ⊕ Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, and ensure that there are no barriers to every pupil progressing from their starting point. Teachers also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils' access in all subjects. Subject leaders identify explicit ways their subject can be adapted to provide equity in the curriculum.



## We speak the language of Writing

All Pupils follow the **Read to Write** scheme for writing, an evidence-based teaching approach. Units have been carefully mapped out so the entire statutory curriculum for writing is covered for each year group.

Read to Write provides opportunity for high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities.

Each class produces 12 pieces of extended writing a year following the process of **immerse, analyse, plan and write**. All 12 pieces of work are published and displayed across school to celebrate the high standard of writing. In addition to the 12 extended pieces of writing the children have numerous opportunities to do incidental writes linking to their vehicle text.



## We speak the language of Reading

All pupils follow the **Steps to Read** shared reading approach. Shared reading is a teaching tool that allows reading to be taught on a whole class basis. Class texts are purposely pitched to a higher level than children can access independently to create appropriate challenge to push the learning forward.

The Steps to Read curriculum is;

- ⊕ Sequenced, coherent and progressive
- ⊕ Uses language-rich texts for vocabulary teaching
- ⊕ Includes all elements of comprehension, taught sequentially across an academic year
- ⊕ Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- ⊕ Uses engaging texts to promote a life-long love of reading
- ⊕ Includes poetry, non-fiction and fiction that enhances knowledge learning across the curriculum



In Reception, Key Stage one and for those children in Key Stage 2 who require it, guided reading sessions take place once a week for each child. The guided sessions are an opportunity to focus on specific year group expectations for reading and teach children reading strategies they can apply to all books.

## Phonics

Our EYFS, Year 1 and Year 2 pupils follow the systematic synthetic phonics programme, Floppy's Phonics. Floppy's Phonics is a systematic programme for teaching phonic skills for children which also enriches their vocabulary and language comprehension. Each main school class (Reception, Year 1 and 2) have a 30 minute daily Phonics lesson. For those children who still require targeted Phonics teaching, they will continue this into Key Stage 2 through targeted intervention and quality first teaching.

Daily phonic sessions are planned and sequenced to allow pupils to;

- ⊕ Revisit/review of previously taught graphemes and words
- ⊕ Introduction of new phoneme, including how to write it correctly
- ⊕ Time to practice blending and segmenting with the new phoneme
- ⊕ Apply what has been taught with independence

### **Handwriting**

At Mill View we prioritise accurate letter formation progressing to a fluent, legible and joined handwriting style. We have discreet handwriting sessions and our high expectations of handwriting are embedded through all areas of the curriculum.

### **Spelling, Punctuation & Grammar**

Spelling patterns are taught through Spelling Shed across school and are given as homework for children to practise. These patterns, as well as punctuation and grammar elements, are further reinforced through our Read to Write units, which progressively build children's independent skill and application.

# We speak the language of Maths...

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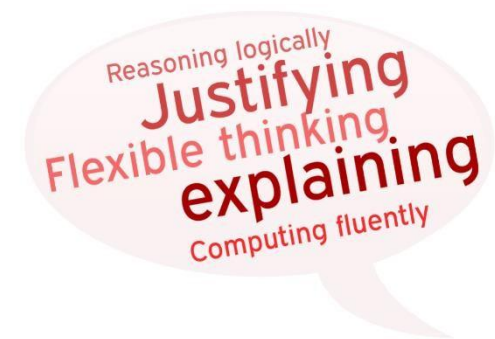
Pupils in our EYFS class follow the White Rose Maths Mastery approach, with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of Mathematical language. Pupils learn through games and planned teacher led tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult directed activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Pupils in Years 1 to Year 6 follow the Power Maths scheme of work which is a whole class mastery programme built around a child-centred lesson design that models and embeds a growth mind-set approach to maths. It is a DfE recommended scheme which is aligned with the White Rose Maths progressions and schemes of learning.

The Power Maths Curriculum allows pupils to;

- ⊕ Experience a broad and inspiring mathematics curriculum
- ⊕ Have continuous access to high quality resources which enable the development their reasoning and problem solving skills
- ⊕ Have high aspirations of themselves and others
- ⊕ Be provided with extensive opportunities to develop a love of Maths

The curriculum is broad and challenging and provides a clear hierarchy of skills and techniques. Pupils are given extensive opportunity to make links within their learning and where possible opportunities are facilitated for children to apply skills in other curriculum subjects. Learning is practical and fast paced and each child's individual needs are taken into account to ensure all children are able to experience success. In each session children are given opportunities to embed prior learning, explore their reasoning and problem solving skills and to challenge themselves and their thinking.



## We speak the language of Science...

In Science, we inspire pupils with a curiosity and fascination about the world around them. We will develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We will develop their scientific language, enabling children to talk about their methods and explain their findings and conclusions. The curriculum will motivate them to become effective communicators of scientific ideas, facts and data whilst enhancing their practical skills of scientific enquiry.

By the time pupils leave they will...

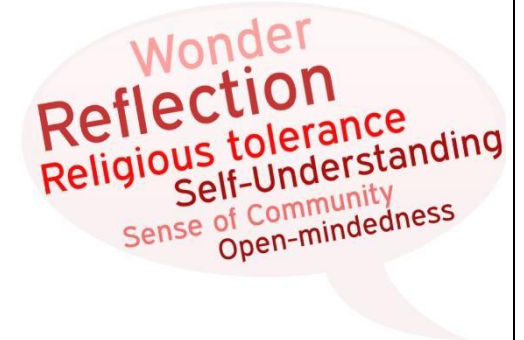
- ⊕ Have a positive attitude to, and interest in, science
- ⊕ Plan and carry out range of scientific enquiries that combine detailed observation, research and fair-testing
- ⊕ Plan different types of scientific investigations, explaining the variables that will remain constant, and the impact this will have on the investigation ⊕ Ask questions and seek answers through collecting, analysing and presenting data
- ⊕ Make their own decisions about what observations to make, the measurements that will be made, how long to make them for and whether they should be repeated
- ⊕ Use a wide range of scientific vocabulary and technical terminology accurately and precisely
- ⊕ Have good scientific knowledge of: seasonal changes; animals, including humans; plants; living things and their habitats; materials; sound, light; electricity; forces; rocks; earth and space



## We speak the language of Religious Education

By the time pupils leave they will...

- ⊕ Know that the UK has a rich heritage of culture and diversity
- ⊕ Be respectful of the religious beliefs of others
- ⊕ Know that religion can shape peoples' lives, culture and identity
- ⊕ Know and understand key features about: Christianity, Hinduism, Islam, Sikhism, Judaism and Humanism ⊕ Know some of the key stories and teachings of the religions studied
- ⊕ Know some of the similarities and differences between different religions





# We **speak** the language of Computing...

By the time pupils leave they will...

- ⊕ Be responsible, competent, confident and creative users of information and communication technology
- ⊕ Appreciate how to be respectful and responsible online; recognise acceptable/unacceptable behaviour and know ways to report concerns about content and contact
- ⊕ Appreciate how search engines work and evaluate digital content for suitability
- ⊕ Understand that computer networks provide multiple services and opportunities for communication and collaboration
- ⊕ Apply knowledge of information technology to new and unfamiliar technologies to solve problems
- ⊕ Understand and apply the fundamental principles and concepts of computer science (abstraction, logic, algorithms, data representation, sequence, selection and repetition in programs) when designing and writing programs
- ⊕ Use computational language when analysing a problem, breaking the problem down into smaller parts (decompose) to correct errors (debug)
- ⊕ Know how to select, use and combine a variety of software on a range of digital devices to collect, analyse, evaluate and present data and information

Logical and resilient thinkers  
Responsible, confident and creative users  
**Represent data**  
Analyse and solve problems  
Digitally literate

# e spe We **speak** the language of History...

By the time pupils leave they will...

- ⊕ Have a curiosity and fascination about the past
- ⊕ Have a secure understanding of the chronology of the periods/events in history that they have studied
- ⊕ Use factual knowledge to describe past societies, periods and events
- ⊕ Select, gather and organise evidence from a variety of primary and secondary sources to find out about the past
- ⊕ Look closely and methodically when analysing a range of historical sources
- ⊕ Understand the significance of the people and events they have studied
- ⊕ Recognise similarities and differences between the historical periods they have studied
- ⊕ Recognise that some things stayed the same across the historical periods they have studied and how and why some things changed
- ⊕ Explain the possible cause/s of historical events and why people behaved as they did
- ⊕ Understand the consequences of past events and their impact on individuals, groups and society
- ⊕ Give opinions about historical events/periods and reasons for their opinions
- ⊕ Understand some of the different positions from which people see and understand historical events
- ⊕ Understand that explanations, interpretations and opinions of the past can differ and are open to debate

Identifying causes and consequences  
**raising questions**  
Finding similarities and differences  
**Making interpretations**  
**Explaining significance**  
Seeing change and continuity  
Develop a sense of chronology

We speak the language of

## Physical Education...

By the time pupils leave they will...

- ⊕ Lead healthy and active lives
- ⊕ Enjoy engaging in a variety of sports activities (competitive and noncompetitive; individual and team)
- ⊕ Show team-work: boost self-esteem of self and others and communicate strategy
- ⊕ Show a broad range of skills, flexibility, strength, technique, control and balance when participating in sporting activities
- ⊕ Know and apply the basic principles of attacking and defending when playing a variety of competitive sports - perform dances using a range of movement patterns
- ⊕ Be confident swimmers who are able to: swim a distance of at least 25 metres; use a range of swimming strokes; perform safe self-rescue
- ⊕ Be able to analyse and evaluate their own performances and those of others



We speak the language of

## Music

By the time pupils leave they will...

- ⊕ Enjoy and appreciate different music styles
- ⊕ Sing with confidence when performing on their own or with others
- ⊕ Compose and perform music, in solo and ensemble contexts, using their voice and a variety of instruments with control
- ⊕ Improvise and compose music for a range of purposes using their knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- ⊕ Use and understand staff and other musical notations when performing and composing
- ⊕ Have an understanding of musical composition and musical structures
- ⊕ Listen closely in order to analyse and compare sounds and musical ideas across a range of music from different historical periods, cultures and genres
- ⊕ When analysing music, use knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- ⊕ Have an understanding of the history of music



We speak the language of

## Geography...

By the time pupils leave they will...

- ⊕ Have a curiosity and fascination about the world
- ⊕ Use and combine a variety of geographical sources to obtain a detailed picture of a location or geographical process
- ⊕ Look closely and methodically when analysing a geographical source
- ⊕ Collect geographical information using a variety of fieldwork techniques including observations, sketches, surveys, questionnaires and digital technology Interpret results and identify patterns from a range of geographical data
- ⊕ Understand the physical and human characteristics of places and their interrelatedness
- ⊕ Appreciate differences and similarities between the people, places, environments and cultures they have studied
- ⊕ Understand connections between places: social, economic and environmental
- ⊕ Understand how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies
- ⊕ Appreciate the impact of geographical events and issues on different scales (personal, local, national, international, global)
- ⊕ Know about sustainable development and its impact on the environment
- ⊕ Understand that people have different views about geographical issues; give own opinions and reasons for these

making connections  
observing patterns  
developing a sense of place, space and scale  
conducting fieldwork

We speak the language of

## Art...

By the time pupils leave they will...

- ⊕ Produce creative art and design work through: recording first-hand observations and experiences; exploring the work of others and selecting and combining a wide range of ideas and approaches/methods
- ⊕ Be proficient in drawing, painting, printing and other art, craft and design techniques
- ⊕ Look closely and methodically when analysing a range of creative works
- ⊕ Be able to analyse creative works using knowledge and the language of the seven elements of art: line, shape, value, colour, texture, space and form
- ⊕ Compare and contrast methods, approaches and techniques in their own and others' work
- ⊕ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- ⊕ Talk about art and design and be able to give reasons for their views about artists and their work
- ⊕ Evaluate creative works using the language of art, craft and design

Texture line  
Mastering technique  
Developing ideas  
Take inspiration from the greats  
tone colour  
pattern

We **speak** the language of

## Design and Technology...

By the time pupils leave they will...

- ⊕ Understand the impact of design and technology on daily life and the wider world (past and present)
- ⊕ Use research and develop design criteria to inform the designing and making of products that are fit for purpose, aimed at particular individuals or groups
- ⊕ Use a range of techniques and equipment confidently, making informed choices based on the suitability and effectiveness of different processes
- ⊕ Test, evaluate and refine ideas and products against a specification
- ⊕ Use and combine a variety of approaches to generate creative ideas
- ⊕ Look closely and methodically when analysing a product, considering why it was made, what it is made from, how well it is made and finished, and how well it meets the needs of the consumer
- ⊕ Understand the principles of a healthy and varied diet
- ⊕ Know how to create simple dishes, applying the principles of nutrition and healthy eating

**Work safely**  
Responsible designers and makers  
**Knowledge of tools**  
**Show innovation**  
Knowledge of brief

We **speak** the language of

## Modern Foreign Languages...

By the time pupils leave they will...

- ⊕ Enjoy communicating their ideas and thoughts using the French language
- ⊕ Appreciate stories, songs, poems and rhymes in the French language
- ⊕ Be able to engage in French conversation: ask and answer questions; express opinions and respond to the opinions of others
- ⊕ Speak confidently and fluently using the vocabulary and grammar that has been learned
- ⊕ Have accurate pronunciation and intonation of the vocabulary that has been learned
- ⊕ Be able to read and understand written French containing the vocabulary and grammar that has been learned Be able to write about people, places, things and actions using the vocabulary and grammar that has been learned

Understand culture  
Write imaginatively  
**Read fluently**  
Speak confidently

We **speak** the language of

## Relationships, Sex and Health Education...

By the time pupils leave they will...

- ⊕ Respect others, even when they are different from them, and expect to be treated with respect by others ⊕
- Understand the importance of self-respect and how it links to their own happiness
- ⊕ Understand and know the benefits of diversity
- ⊕ Have an awareness of stereotypes and about prejudice, and how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- ⊕ Know about different family structures and how they can all provide love, security and stability, even in times of difficulty
- ⊕ Know: characteristics of healthy relationships; boundaries within different relationships; how to maintain, repair and restore relationships; how to recognise if relationships are making them feel unhappy; and how seek help and advice from others when needed
- ⊕ Know appropriate, inappropriate, and unsafe physical, and other, contact with children and adults
- ⊕ Know how to ask for advice or help, until their concern is heard, in a variety of contexts
- ⊕ Know how to keep safe in a variety of contexts, be able to identify when situations are becoming risky or unsafe and how to respond in an emergency ⊕
- Understand the impact of bullying, the responsibility of bystanders and know how to get help, if necessary ⊕ Show courtesy and manners
- ⊕ Know that mental health, just like physical health, is a part of daily life and know strategies to respond to feelings
- ⊕ Know the benefits of medicines and vaccines, and recognise laws surrounding legal and illegal drugs
- ⊕ Understand the process of reproduction and birth as part of the human life cycle
- ⊕ Recognise and understand the importance of shared responsibility for keeping the environment clean
- ⊕ Be aware of the benefits and dangers of the internet, recognise risks and harmful content, and know how to report issues
- ⊕ Know texts and images on the media can be manipulated and know strategies to evaluate the reliability of sources and identify misinformation ⊕ Be aware of different attitudes to saving and spending money and understand associated risks



### Visits and Visitors

Opportunities to interact with our local communities are explicitly planned for and linked to learning within the classroom. Children are given chance to put their skills and ideas in to action. We ensure the diversity of the modern world is represented to our children through these opportunities.

### SMSC

Children's spiritual, moral, social and cultural development is central to our curriculum at Mill View. Teachers reflect on the kind of people they want to be, the kind of world they aspire to create and the kind of education we aspire to provide, and this in turn is reflected in the children. Children are given explicit opportunities to develop their SMSC, which are woven through the curriculum both indoors and outdoors. Our Conscious

|                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                                                                                                                                                           | Discipline behaviour system provides a pivotal foundation of this, from which the curriculum can flourish.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>British Values</b><br>The British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with Different Faiths and Beliefs are taught progressively through our RHSE curriculum and through our wider curriculum. | <b>Outdoor Learning</b><br>Forest School and outdoor learning is an integral part of the Mill View whole school curriculum offer. Every child works in our Forest school or Kitchen garden on a weekly basis where they develop a deep understanding and appreciation of nature. Sessions are carefully planned to enable children to develop the progressive learning skills of;<br><br><div> <b>Communication</b>      <b>Independence</b>      <b>Determination</b>      <b>Collaboration</b><br/> <br/> <b>Curiosity</b>      <b>Confidence</b>      <b>Creativity</b> </div> |

## Roles and Responsibilities

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Local Governing Body</b><br>The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.<br><br>The governing board will also ensure that: <ul style="list-style-type: none"> <li>⊕ A robust framework is in place for setting curriculum priorities and aspirational targets,</li> <li>⊕ 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,</li> <li>⊕ Effective provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) ⊕ The school implements the relevant statutory assessment arrangements</li> <li>⊕ It participates actively within a strategic capacity in decision-making about the breadth and balance of the curriculum</li> </ul> |
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| <p><b><u>The Head Teacher and Senior Leadership Team</u></b></p> <p>The Head Teacher and Senior Leadership Team are responsible for ensuring that this policy is adhered to, and that:</p> <ul style="list-style-type: none"> <li>⊕ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met,</li> <li>⊕ The amount of time provided for teaching the required elements of the curriculum is adequate,</li> <li>⊕ The school's procedures for assessment meet all legal requirements</li> <li>⊕ ☐ Proper provision is in place for pupils with different abilities and needs, including children with SEN</li> </ul> | <p><b><u>Staff members</u></b></p> <p>Staff members are responsible for:</p> <ul style="list-style-type: none"> <li>⊕ Ensuring they follow this policy and implement the curriculum as has been agreed to the best of their ability and with the progression of all learners in mind,</li> <li>⊕ Planning and delivering activities that offer tangible experiences of learning in a deep and real world scenario based way,</li> <li>⊕ Use established assessment for learning opportunities throughout the learning cycle to tailor education to learner's needs; offering appropriate levels of challenge and support,</li> <li>⊕ Use agreed National and school assessment methods to analyse and report the progress and attainment of learners,</li> <li>⊕ ☐ Managing and maintaining a detailed overview and progress plan of their agreed subject through subject leadership responsibility, compiling evidence of this through ongoing completion of the subject leadership document.</li> </ul> |
| <p><b><u>SENCO</u></b></p> <p>The SENCO is responsible for:</p> <ul style="list-style-type: none"> <li>⊕ Collaborating with the Principal and teachers to ensure the curriculum is accessible to all.</li> <li>⊕ Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.</li> <li>⊕ Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.</li> <li>⊕ Liaising with external agencies and internal TEAMS to ensure pupils who require additional support receive it.</li> </ul>                                                                                                                                                                                                         | <p><b><u>Subject leadership TEAMS</u></b></p> <p>Providing strategic leadership and direction to their team.</p> <ul style="list-style-type: none"> <li>• Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.</li> <li>• Monitoring pupil progress within the department and reporting on this to the Principal.</li> <li>• Providing efficient resource management for their department.</li> <li>• Ensuring the curriculum is inclusive and accessible to all.</li> <li>• Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.</li> </ul>                                                                                                                                                                                                                                                                                                                         |

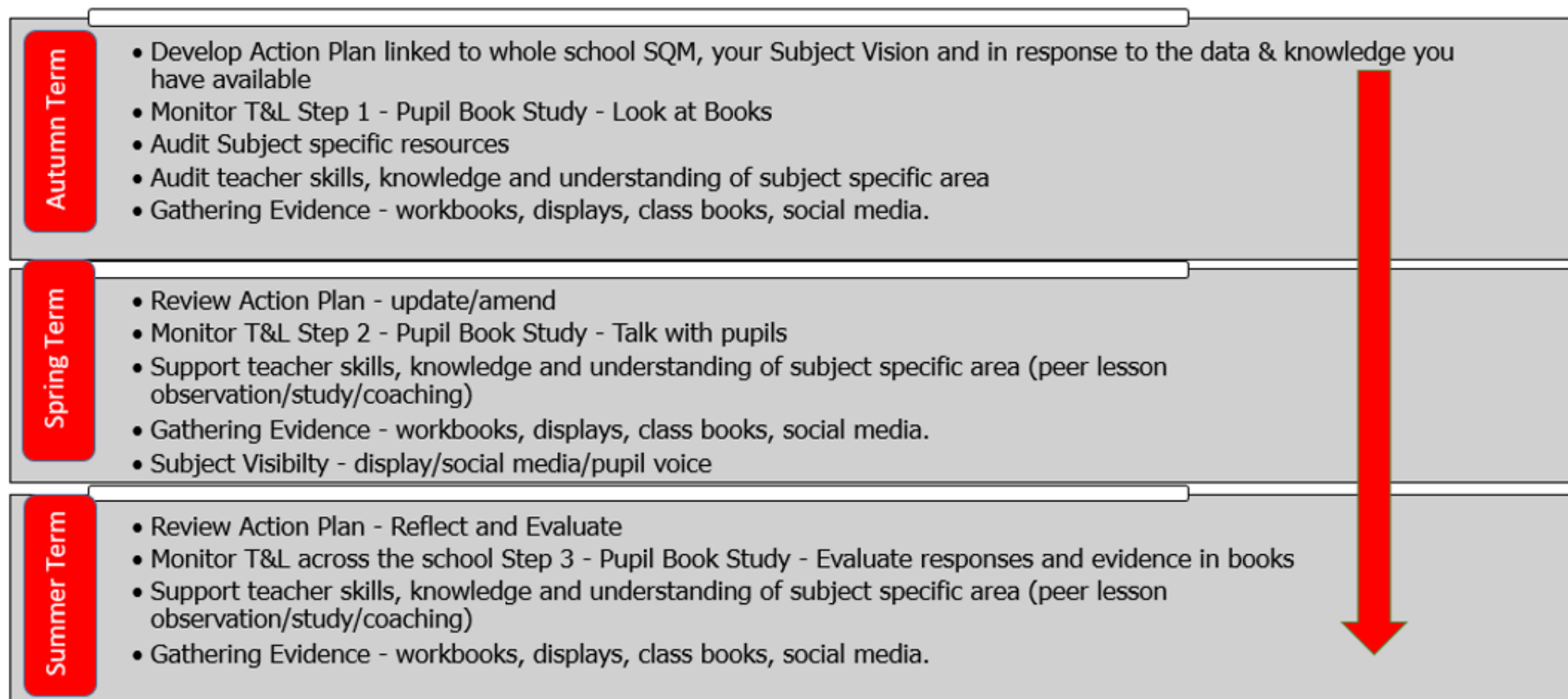
## Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- ⊕ Learning walks
- ⊕ Subject leader presentations to Governing Body
- ⊕ Governor meetings

Middle leaders provide a strategic lead and direction for the subject. Middle leaders monitor the way their subject is taught throughout the school to plan improvement by:

# Timeline of evaluation & information gathering



They ensure that skills and knowledge are identified in planning, suiting the needs of all children and developmental feedback is provided in line with the school's marking policy.

The leadership team and middle leader's feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

## How will we know when the curriculum is having the intended impact?

### Teachers

- Are knowledgeable about subject substantive concepts, core content and progression across the school in each subject;
- Have high confidence in instruction in all areas of the curriculum;
- Can give constructive feedback about what is working well;
- Are closely aware of how children recall, understand and apply content - use techniques from the child-led assessment model with ease;
- Plan learning opportunities based on key content and needs of their cohort;
- Seek support when they need it from subject leaders.

### Children

- Model the characteristics of effective learners, and talk confidently about how they can show them;
- Are able to talk the language of a subject, understanding specific characteristics of the subject.
- Can make links between their subjects and learning;
- Know how they are building on their prior learning;
- Can access, enjoy and make progress within the curriculum, and are able to surmount any barriers they may have with the support put in place for them;
- Can talk about how they contribute to our school, community and world.

### Children's Work

- Children take pride in their work and are able to accept and act upon feedback;
- Shows a logical teaching sequence has taken place;
- Shows progression and complexity as you move up through the school;
- Is always of a high quality, as they would produce in English books;
- Reflects and demonstrates their increasing knowledge and understanding of key concepts within subjects;
- Shows progression of the child's learning over time;

### Governors and Visitors

- Talk positively in feedback about engagement and behaviour they see;
- Comment on high-quality work they see;
- Hear leaders talk confidently about strengths and next steps, and are clear about how to deliver these.

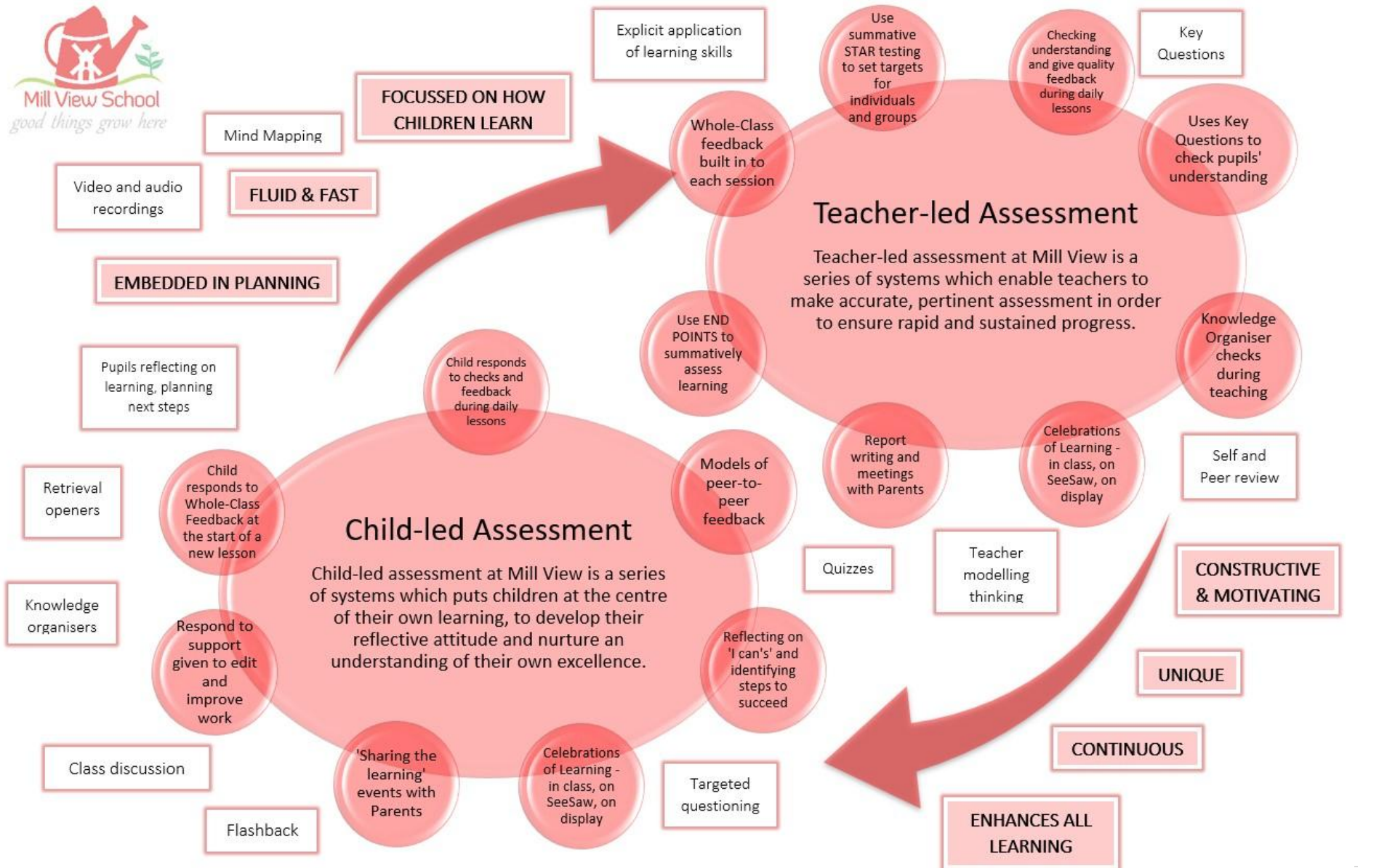
### Families

- Give positive feedback about children's engagement with learning;
- Share examples of enthusiasm for learning from their children;
- Know how to support and develop their children's learning at home.





# We speak the language of Assessment



## **Principles of Assessment at Mill View**

Assessment in Mill View serves multiple purposes within the framework of our curriculum policy. Here's an overview of the reasons for assessment:

1. **Monitoring Progress:** Assessment allows teachers to monitor the progress of each student in their learning journey. By regularly assessing students' understanding and skills, we can identify areas where students excel and areas where they may need additional support.
2. **Informing Instructional Strategies:** Assessments provide valuable insights into how students learn best. Teachers can use assessment data to tailor their instructional strategies to meet the diverse needs of their students. For example, if assessment results show that a group of students is struggling with a particular concept, the teacher can adjust their teaching methods to provide more targeted instruction.
3. **Identifying Areas for Improvement:** Assessment data can highlight areas where the curriculum may need to be adjusted or enhanced. If a significant number of students consistently struggle with a specific topic, it may indicate that the curriculum needs to be revised to better support student learning.
4. **Evaluating Curriculum Effectiveness:** Assessments help evaluate the effectiveness of the curriculum in achieving its intended learning outcomes. By analysing assessment results over time, we can determine whether students are making expected progress and whether the curriculum is adequately preparing them for future learning.
5. **Supporting Accountability:** Assessment data is often used to demonstrate accountability to various stakeholders, including parents, school leaders, and governing bodies. By regularly assessing students and transparently sharing assessment results, schools can show that they are effectively delivering the curriculum and supporting student learning.
6. **Promoting Equity and Inclusion:** Assessment data can also help identify and address disparities in student achievement. By disaggregating assessment results by various demographic factors, such as gender, ethnicity, or socioeconomic status, we can identify achievement gaps and implement targeted interventions to promote equity and inclusion for all students.

Overall, assessment plays a crucial role in our school by informing instruction, supporting curriculum development, and promoting equity and accountability within the Mill View Community.

### **Our Assessment has:**

1. Validity (reliability & accuracy)
2. Disclosure - accumulative knowledge and understanding over a set of steps and lessons is not assessed just once but multiple times, repeated to ensure we hear children.

It is only 'dependable assessment' if you have both validity/reliability and good disclosure

### **Protocols:**

- All children in Years 4-6 will undertake a termly STAR assessment test in Reading and Maths. Children in Year 2 and 3 undertake FFT Reading test and STAR tests for Maths. The tests are comprised of skill-based questions which determine mastery within skill domains to ensure age-related expectations are being met. The Senior Leadership Team (SLT) and class teachers will analyse the test results (progress and attainment) and use the data to target focused support to specific children. This will also be fed into termly pupil progress meetings and shared with English and Maths subject leads.
- All data from the STAR assessment tests will be transferred to INSIGHT.
- Children in Year 1 will complete the FFT early literacy test. Maths judgements for these children will be based upon teacher assessments and end of unit assessments.
- All foundation subjects and Science have knowledge organisers for each unit of study. These are shared with children and visible in workbooks and or on Seesaw. Teachers will refer to the content on the knowledge organiser when assessing where the children are at in their learning journey. Each knowledge organiser has key questions which a child needs to answer confidently in order to meet age related expectations for that unit of study. Teachers will assess this at the end of each session, using the Foundation Assessment document for their year group.
- The Foundation Assessment Document is where learning objectives and key questions for each subject are itemised. This document is to be used throughout the term as objectives are completed to better inform the end of term Teacher judgement. As the year progresses, teachers will make a judgement about children who are working at a Greater Depth within their subject area. This will be made on their confidence and ability to independently apply previously taught skills and knowledge to their subject area.
- End of term final assessment judgements for all Foundation Subjects, Religious Education and Science are to be made on INSIGHT.
- Key Stage One children complete routine Phonics assessments in line with the Floppy's Phonics programme of study. It will identify children's gaps in learning. This is used to inform phonics groups and identify children not on track.
- Weekly guided reading assessments combined with phonics assessments will determine the level of decodable home reading book for children in EYFS and KS1. All home reading books are closely linked to the phonics level the child is operating at. Children in KS2 identify a book for home reading using their Zone of Proximal Development, generated through STAR testing.



- Children in EYFS complete the base line assessment within the first 6 weeks of entry to school. Daily assessments are made and recorded using SeeSaw and class record sheets. These inform termly class teacher assessments which are recorded on INSIGHT. This will inform planning and interventions for the next term. Teachers submit their end of EYFS Assessment at the end of the school year.
- Marking can be used to contribute towards summative assessment and accountability data. However, teachers should remember that the audience for the marking is the child.