



Chawson 1st School Foundation Curriculum Policy

March 2024

At Chawson 1st School we all share a united vision, that all of our children will develop into **independent, articulate** and **aspirational** children. Our curriculum is our main tool for providing children with the opportunities to develop these skills. Each subject contributes to us achieving this vision.

1. Curriculum Intent

The curriculum at Chawson 1st School reflects the vision of the school and is built with National Curriculum at its heart. We select **Powerful Knowledge**, taught through **meaningful and engaging opportunities**, to ensure that children have the knowledge and skills to progress confidently and capably to the next stage of their education.

2. Implementation

Our curriculum is grounded in our knowledge of Chawson 1st School, it's children and context, including the variety and nature of our children's needs and experiences. Many of our children have a low starting point and benefit from the language rich, supportive environment which is personalised for individuals. We look to provide rich opportunities that our children may not otherwise experience. We encourage our children to be aspirational and not to put a ceiling on their future.

Our Curriculum ensures that all children at Chawson 1st School are entitled to:

- A **well sequenced and structured curriculum** that supports children to know more and remember more
- **Powerful knowledge**, rich in cultural capital
- High quality, **adaptive teaching** that ensures all children can access the curriculum and make progress
- **Wider experiences** to develop their understanding: including visits, visitors, year group events, and interesting topics

Units and lessons are planned to take account of **substantive and disciplinary knowledge**. Where appropriate cross curricular topic links are made. Planning takes account of the range of the abilities, needs, skills and prior knowledge within the class.

Each foundation subject has a clear **Progression of Learning**, which maps out intended knowledge, outcomes and progression across children's time at Chawson 1st School. These are used by teachers to create and deliver **coherent small steps** planning. In turn, this ensures that children develop the specific skills needed, in a logical order, to achieve the overall goal. It also ensures that, where units are revisited, the specific skills and knowledge focused upon are a clear development of the children's prior learning. This progression of knowledge allows children to know more and remember more.

At Chawson 1st School we use a mix of **topic-based planning**, and **discrete subject teaching**, whichever best serves the learning. For topic-based learning, National Curriculum subjects retain their importance and all lessons are planned to meet specific National Curriculum subject outcomes. Teacher's medium-term planning details the sequences of learning and intended lesson outcomes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school	It's good to be me!	Into the Woods	Light & Dark	Lets Grow	Amazing Animals	Transporters
Reception	Marvellous Me!	Where do I live?	Frozen Planet	Come outside	Terrific Tales	Ticket to Ride

Further information can be found in the Early Years Curriculum Intent Policy.

Year 1	Seaside	Autumn	Queen Victoria	Kenya/ Plants
Year 2	London	Great Fire of London	Madagascar	Explorers and Pirates
Year 3	World War II	Scotland	Italy	Romans and Celts
Year 4	Egypt	Polar Regions	Stone Age	Droitwich

Inclusion

Chawson 1st School is a highly inclusive school. Teachers set high expectations for **all pupils**. They use appropriate assessment to **adapt teaching** in order that barriers are removed and all children can access the National Curriculum. We are ambitious for all children and take account of specific groups including:

- Pupils with SEND
- Disadvantaged pupils
- More able pupils
- Pupils with low prior attainment
- Pupils with English as an additional language (EAL)

Further information can be found in our SEN, and EAL policies.

3. Impact

Pupils leave Chawson First School with a secure understanding of the academic content. As a result of our curriculum our children leave as independent, articulate and aspirational members of the community. Our vision realised means that children leave Chawson 1st School being:

Independent- they can problem solve, persevere, work independently and collaboratively on a range of tasks and in a broad range of contexts. They are able to find their own solutions, or seek support from someone who can. Together they can tackle any task and face any challenge.

Articulate- they can articulate and express their thoughts, ideas and emotions clearly using age appropriate language. They can speak with confidence and clarity for a range of purposes.

Aspirational- they can acknowledge their strengths and successes. They understand the breadth of opportunities the world, and education, has to offer and are ready to embrace these. They believe they can achieve both personally and academically.

Assessment and recording:

Teachers' assessments of each child's learning and progress are made through **continual assessment** during and across lessons, and through marking. Teachers use **questioning and feedback** to assess children within lessons and against end points of the curriculum. Teachers use their knowledge of the National Curriculum and Chawson 1st School's Progression of Learning documents to make these assessments. This is used to inform subsequent teaching adaptations and to make summative judgements of children's learning. Leaders use assessment of pupil work and pupil interviews to assess standards within National Curriculum subjects.

[Selected year groups are piloting an extension of this assessment model. This captures children's existing knowledge prior to teaching and assesses how well children have retained and can apply new knowledge at the end of a unit of work.](#)

Monitoring and evaluation

Each class teacher is responsible for the implementation of curriculum areas for their class. In line with the school monitoring cycle, subject leaders will monitor the teaching and learning within their subject through work scrutinies, pupil interviews, displays/environment and lesson observations/learning walks. Governors will be involved in monitoring through the Governors' visits policy.