

## Core Priority Curriculum



**Overall Strategic Aim:** To review the curriculum to ensure children's experiences are enriched and enhanced thus deepening learning across all subjects.

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### Rationale and Evidence:

- Compass Curriculum is in its first year and is evolving and developing
- Compass Curriculum Planning Teams have been established and continue to develop
- Covid-19 has impacted significantly on the wider curriculum offer and opportunities available to children
- A high quality curriculum designed to connect with and support and enhance literacy skills will help to close learning gaps

Strategic Aim	Key Tasks Autumn	Impact so far?	Key Tasks Spring	Impact so far?	Key Tasks Summer	Overall Desired Impact
All subject leaders to be experts and have the confidence to share knowledge with others.	<ul style="list-style-type: none"> <li>• Each SLT member to be allocated specific subject leaders to work alongside and support</li> <li>• Subject leaders to have an initial meeting to plan for the year, followed by 3 further termly meetings to</li> <li>• Subject leaders to write and action plans alongside SLT lead.</li> <li>• Subject leaders to join professional associations and disseminate information to other teachers</li> <li>• Subject leaders to liaise with year group leaders to collect exemplar materials</li> <li>• Subject leaders to explore personal professional development opportunities</li> </ul>		<ul style="list-style-type: none"> <li>• Subject leader meeting</li> <li>• Identified subject leaders to take part in a deep dive in their subject alongside SLT lead. (Geography and RE)</li> <li>• Subject leaders to evaluate action plans alongside SLT lead.</li> <li>• All subject leaders to deliver a PDM/ present to governors across the course of the year.</li> </ul>		<ul style="list-style-type: none"> <li>• Subject leader meeting</li> <li>• Identified subject leaders to take part in a deep dive in their subject alongside SLT lead. (Art, French and DT)</li> <li>• Subject leaders to evaluate action plans alongside SLT lead and plan for the next academic year.</li> <li>• All subject leaders to deliver a PDM/ present to governors across the course of the year.</li> </ul>	<p>Subject-specific PDMs provide teachers with new knowledge, skills and teaching strategies which are seen in lesson observations.</p> <p>Exemplar lesson materials and schemes of work have been produced and shared for all foundation subjects.</p> <p>SDCs will take place in maths for every year group and have a positive impact on teacher confidence, planning and outcomes by the summer term</p> <p>Survey of teacher subject confidence at the start and end of the year will show progress in teacher subject knowledge and confidence.</p>

	<ul style="list-style-type: none"> <li>• Subject leaders to explore pedagogy which best suits their subject.</li> <li>• Identified subject leaders to take part in a deep dive in their subject alongside SLT lead. (Science and History)</li> <li>• Maths leaders to conduct Autumn SDCs trialled across two year groups.</li> <li>• All subject leaders to deliver a PDM/ present to governors across the course of the year.</li> <li>• New subject leaders to attend Pathway 1.</li> </ul>					
<p>Further explore opportunities within the curriculum to develop children's cultural capital with a particular focus on the arts.</p>	<ul style="list-style-type: none"> <li>• LJ to establish an instrument programme with peripatetic teachers</li> <li>• LJ to explore opportunity to have a samba music group group within the school day.</li> <li>• LJ/RS/AC to book trips and in-school visits designed to increase children's cultural capital in the arts</li> <li>• After school clubs focused on the arts to be re-introduced</li> <li>• Subject leaders to explore opportunities beyond trips which build cultural capital in their subject</li> <li>• RS to work with subject leaders and year leaders to create a coherent, progressive plan of visits</li> </ul>		<ul style="list-style-type: none"> <li>• LJ/RS/AC to book trips and in-school visits designed to increase children's cultural capital in the arts</li> <li>• International day with a focus (Carnival?) (all arts)</li> <li>• Whole School Project or classroom/school display focused on the arts</li> <li>• RS to investigate a Visiting artist programme</li> <li>• Broaden range of books available in classrooms and libraries with a specific focus on building cultural capital</li> </ul>		<ul style="list-style-type: none"> <li>• LJ/RS/AC to book trips and in-school visits designed to increase children's cultural capital in the arts</li> <li>• Refine plan for progression of trips across the school with strong curriculum links (RS)</li> </ul>	<p>Children will receive an educational experience where they see themselves and their wider community represented.</p> <p>Children will experience a range of exciting cultural-capital-building experiences both in and out of school.</p> <p>Children will have the opportunity to participate in a variety of enriching extracurricular activities with a focus on the arts.</p> <p>Children's learning outcomes will reflect a richer cultural capital through schema-driven vocabulary choices and connections.</p> <p>Use the arts curriculum to support children's mental</p>

						health and well-being, particularly in light of the pandemic.
Identify opportunities for Learning Through Play within all areas of the curriculum.	<ul style="list-style-type: none"> <li>Lunchtimes and playtimes to be reorganised to allow for a better use of space and environment for all children</li> <li>KS1/2 playground to incorporate opportunities for Learning through Play – e.g. loose parts, stage etc (see separate Action Plan DH)</li> <li>Planning to show elements of play within the teaching sequence in KS1/KS2 i.e. exploratory activities, use of board games, quizzes, maths games</li> <li>Establish a board game club for KS2 to encourage and develop play and social skills</li> </ul>					<p>Staff take appropriate opportunities to incorporate Learning Through Play throughout the curriculum.</p> <p>Children will have a deeper understanding of and engagement with their learning.</p> <p>Opportunities for Learning Through Play to be maximised and visible across the playground for children of all ages resulting in higher engagement and a further reduction in behaviour incidents.</p>
To enable staff to confidently assess children's ability in foundation subjects.	<ul style="list-style-type: none"> <li>Provide examples of lesson sequences and resources which demonstrate excellence and clarity around ARE in foundation subjects.</li> <li>Subject leaders to share a range of age-appropriate opportunities/methods for assessing children's knowledge (blue</li> </ul>		<p>Subject-specific PDMS</p> <p>Foundation subject classroom displays to feature key knowledge and vocabulary</p> <p>Evaluate trial of foundation subject assessment system based on blue assessment questions to be trialled in two subjects (DH, RG)</p>		Subject-specific PDMS	<p>100% of the children are assessed accurately.</p> <p>Staff surveys show that 100% of teaching staff report feeling confident in their understanding of ARE in foundation subjects.</p> <p>More children remember more of the knowledge and know where to access it. Evidence will also be</p>

	<p>questions) including reports, discussions and presentations.</p> <ul style="list-style-type: none"> <li>• Further incorporate quizzes in foundation subjects linked to assessment questions and vocabulary.</li> <li>• Develop foundation subject assessment system based on blue assessment questions to be trialled in two subjects (DH, RG)</li> </ul>					<p>visible through children's learning on classroom displays, book monitoring and learning walks.</p> <p>Children will be able to share acquired knowledge in discussions at different times of the year with adults other than their class teacher, e.g., subject leaders, governors etc.</p>
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