



Pirton Hill Primary School

KS1 & KS2 Curriculum Policy 2025

Originated by: Mrs Emma Collis
Ratified by Governors:
Review date:

1. Overarching Values

Expect:

We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.

Believe:

We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.

Achieve:

We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.

Enjoy:

We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.

2. Aims

2.1 We aim to deliver this through:

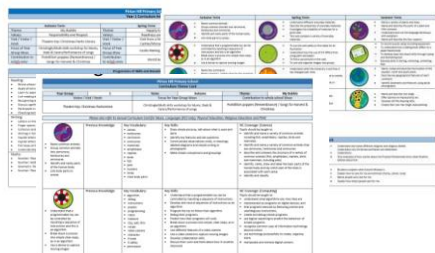
- Developing children's skills as effective, powerful learners and equipping them with skills for life.
- Developing a sense of community and belonging, contributing to our community through direct interaction with the relevant stakeholders.
- Providing opportunities for children to extend their learning inside and outside of the classroom.
- Making learning more meaningful, by putting it into context.
- Establishing cross-curricular links to foster a broader understanding.
- Working through themes that engage children, whilst ensuring there is National Curriculum coverage.
- Involving the children in the planning and the direction that their learning takes, where possible.
- Develop life long memories and learning for our pupils.

3. Our Curriculum Documents (Appendices 1-3) - INTENT

3.1 Our Curriculum Intent documents are published on the school website and provide a summary of what we expect each child to learn every term (www.pirtonhill.com/curriculum-overview/).

The non-core curriculum is organised into "topics" – where the children learn the identified knowledge, skills and vocabulary to earn a badge for each topic.





The Curriculum Intent: This is the published document which summarises the key learning for each term. For PE, Languages, RE, PSHE and Music, learning is identified for the year (rather than each term).

The Curriculum Cards: These documents are for teacher use only and provide detailed information on the knowledge, skills and vocabulary to be taught for each badge, as well as links to prior learning.

3.2 The Use of Badges

Gaming is a major part of the digital world that our pupils are growing up in and, by the age of 6, the vast majority of children (approximately 89% of young people aged 6 – 17years -referenced from Ofcom 2023) regularly play video games. Gaming designers use a range of different strategies to encourage players to keep playing... strategies that are increasing in a range of different contexts to get people to interact with the different brands. This is called “gamification”. Gamification is “the application of typical elements of game playing to other areas of activity, typically as an online marketing technique to encourage engagement with a product or service.” It uses clever psychology to appeal to a number of human instincts:

- The desire for rewards – we all like rewards, prizes and gifts – they make us feel good (extrinsic motivation)
- The desire to progress – naturally, as humans, we like to progress. We enjoy the feeling of improving and getting closer to achieving our goal.
- The desire for competition – we all like to win; this is part of our survival instinct. The desire to win (and be the best) is even stronger when we know our rivals
- The desire for recognition and status – boasting about our achievements is part of human nature.
- Our inherent altruism – humans have a natural tendency to want to help others, it makes us feel better about ourselves.

The badges are split into termly badges and annual badges. The badges must be displayed in each class or learning space (e.g. Hall). These must be referred to at the beginning of the lesson and throughout the lesson. It is imperative the pupils know what they are working towards.

4. Teaching and Learning (Refer to Teaching and Learning Policy) - IMPLEMENTATION

4.1 We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the children.

We aim to achieve this by:

- Recapping and retrieving previous learning and making links to new learning;
- Setting tasks of increasing difficulty, scaffolding where appropriate;
- Providing practical opportunities;
- Using visual stimuli and artefacts to promote interest;
- Using out of the classroom opportunities such as trips, visitors and our immersive space to further understanding; *and*
- Using technology to extend and enhance learning.
- Include an extended piece of writing each half term.


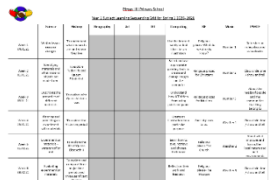
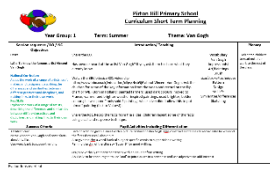
4.2: **Reactivating Prior Knowledge:** Termly Humanities and Arts curriculum lessons start with overview slides which share the overview for that badge and the other badges being taught that term, as well as the annual badges. These slides can be located on the Google Drive (IMPLEMENTATION - Curriculum – Curriculum overview slides). These slides are followed by recap slides (in History, Geography, Science, Art and DT) which recap the key learning from the previous badge. This learning may have been in a previous term or a previous year. These slides should take no more than 5 minutes and are to act as a prompt or reminder of previous learning, as well as securing life-long memories. The recap slides are also used in the dining hall in KS2 and during assemblies. In addition to this each term classes complete ‘See, Know, Wonder’ slides in Science,

History/Geography, Art/DT. These promote recall of previously learnt concepts or information as well as promote curiosity and thinking skills.

5. Planning (Appendices 3-5) - IMPLEMENTATION

5.1 We ensure that objectives on the National Curriculum, Luton Agreed RE Syllabus and a RSE Syllabus are covered through a structured and progressive curriculum.

5.2 There are three parts to our planning:

Planning	Visual Image	Description	Expected practice at PHPS
Long Term Planning Annual and Termly Curriculum Cards		Our whole school plan which maps out which topics will be taught when (covering the National Curriculum, RSE LBC Agreed RE Syllabus), including the progressive skills and vocabulary which will be covered during each topic. At PHPS we have devised these around 'Badges' to hook pupil interest. These Badges are progressive across the school	Launch the theme with a 'hook' to engage and inspire the pupils, fostering critical thinking for future learning. Display the theme vocabulary for the unit and refer to during lessons. When pupils use the vocabulary correctly, they are praised and rewarded.
Medium Term Planning Sequencing and Progression Grids		A Progression and Sequencing grid, for each half term, which indicates the sequence of learning, and progression of skills and vocabulary in the subjects being covered during that topic.	Review these documents termly, as dates vary. Ensure the full content of each theme is fitted into the term. Sequencing and Progression Grids must be sent to the Curriculum Lead AHT by the last Monday of each Half Term. Sequencing and Progression Grids must be saved in the Specific Year Group termly folder on Google Drive by the last Monday of each Half Term.
Short Term Planning Individual session plans		Teachers use the objectives, translate them into the meaningful learning activities or challenges for the children.	Generic Year Group Plans to be saved in the Specific Year Group termly folder on Google Drive. All plans and resources for the forthcoming week must be on drive by 9.00am on the Monday of that week. Teachers are expected to reflect on the attainment and progress through the session and adapt the learning for the next session to address any misconceptions. Teachers are expected to be able to discuss progress and attainment confidently at any time with any stakeholder.

6. WOWs - IMPLEMENTATION

During each unit there are several WOW experiences for the pupils. These provide life long memories and/or support, celebrate learning and achievements.

6.1 Unit Hook

Some topics, where there is a common theme that links the themes together, start with a launch which hooks the pupils into the new topic. This could be a visitor into school or a visit to an educational establishment or opportunity at another setting e.g.: Museum. It could also be an opportunity planned and initiated by the teaching staff in that Year Group, or a visit to the immersive space.

6.2 Visitors into school, Educational Visits out of school and our Immersive Space

We recognise the importance of taking learning out of the classroom or using the expertise of others to bring learning to life in school. That is why visitors or visits are planned and detailed at the top of each term's Curriculum Card. It is the teachers' responsibility to plan these, ensuring parents and carers are given sufficient time to pay for such events.

Teachers must also ensure the appropriate Educational Visits Paperwork is completed and submitted the LA, following their guidance and policies, and in accordance with PHPS Educational Visits Policy.

Where a visit is not possible, teachers may use our Immersive Space to transport the children to a far off place, back in time or into a fictional land. This not only enhances the learning but gives the children an experience to develop their learning, and language use, from.

6.3 End of unit WOW

All of the pupils work towards a 'WOW' experience at the end of each topic, as outlined on each term's Curriculum Card. Dates for Curriculum WOWs must be negotiated with other Year Groups and the PE team to ensure there are no calendar clashes with other school events. Once agreed, the dates are placed on the whole school calendar, by the Friday of the first week of that term. This event is communicated with the pupils throughout their curriculum lessons, so they know what they are working towards. The date and outline of the WOW must be shared with the parents and carers (at the beginning of the unit). Parents and carers **must** be invited into school to attend or take part.



6.4 WOW Record Sheets - Staff should take photographs of all WOW events and record pupils and parents/carers opinions on the event. These should be used to complete a WOW Record Sheet (Appendix 6). The completed WOW Record Sheet must be sent to the Curriculum Lead AHT within one week of the event.

7. Inclusion - IMPLEMENTATION

7.1 All pupils will receive the same experiences, but care will be taken to ensure that learning activities are appropriate to each child's level of skill, understanding and educational need.

7.2. Each half term an extended writing activity will be included to allow the pupils to demonstrate the writing features of a recently covered text type in English e.g. Instructions – How to make a canopic jar. This will be adapted to meet the needs of pupils.

8. Monitoring and Evaluation

Please also refer to the PHPS Approach to School Improvement section 5 (Appendix 7), which clearly specifies our approach to monitoring and evaluation.

8.1 Subject Leaders

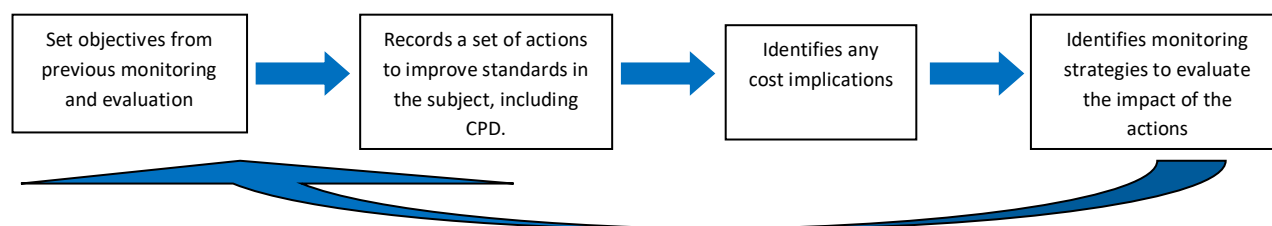
At PHPS we have Subject Leaders. In this role, the leader is expected to:

- ensure that the Curriculum Intent documents (Annual and Termly Curriculum Cards) cover curriculum requirements, are appropriate for our context, reflect high expectations, are progressive and are understood by all;
- monitor the implementation of the curriculum intent;
- review the impact of the curriculum intent;
- Ensure the implementation of their subject follows the agreed pedagogical approach;
- champion their subject; *and*
- keep abreast of updates and recent research in the subject.

Leaders are expected to maintain a Subject Leaders Folder, which includes relevant policies and documentation, examples of monitoring, planning and pupils' work.

8.2 Strategic Curriculum Plans

Subject Leaders are expected to write and implement a Yearly Strategic Curriculum Plan (Appendix 8). This document is used to plan and guide their focus for each academic year. Completed plans must be sent to the AHT responsible for the curriculum by the second Friday of the Autumn Term.



8.3 Continuing Professional Development (CPD)

Where a need for CPD is identified, the Subject Leader, Curriculum AHT and Teaching and Learning AHT work collaboratively to build a schedule of CPD, which is included in the CPD and Monitoring Schedule.

8.4 Yearly Strategic Curriculum Report

At the end of the academic year, Subject Leaders are required to produce a Yearly Strategic Curriculum Report. This document summarises:

- any changes made to the curriculum documentation during the academic year (Intent);
- any monitoring of the implementation of the curriculum documentation;
- any CPD that has been led / undertaken and the impact on practice (implementation);
- the impact of any other planned actions;
- the impact of the curriculum documentation (inc. data summary); *and*
- future objectives/plans outlines.

This is then used to produce the Strategic Curriculum Plan for the following academic year.

The Annual Strategic Report must be sent to the AHT responsible for the Curriculum on the penultimate Thursday of the academic year.

This whole process is overseen by the Assistant Head responsible for the Curriculum.

9. Assessment and Record Keeping - IMPACT

9.1 Assessment takes place as an integral part of work in the subject, and can be achieved by discussion, questioning, observation, written work and creative work. At the end of each term Curriculum Assessments for the subjects covered that term are completed and recorded on DCPro as outlined in the Assessment Policy, section 8.2. Curriculum

The coding for these judgments are: Colours changed

WTS	Working Towards the Expected Standard
EXS	Working at the Expected Standard
GDS	Working at Greater Depth

9.2 Subject Leaders use this data to calculate attainment and progress in their subject. This is collated for class, cohorts, the whole school. This data is summarised in the Annual Strategic Curriculum Report.

10. Reporting - IMPACT

10.1 Reporting to Parents

Attainment is communicated to Parents and Carers in the Annual Report. Attainment is rated using the bands 'Accessed', 'Merit' and 'Distinction' to indicate how a pupil has achieved in each badge. These gradings must match those submitted onto DCPro during the assessment process over the year.

Accessed – matching those working towards the expected level

Merit – matching those working at the expected level

Distinction – those working at greater depth (above the expected level)

10.2 Reporting to SLT

Subject Leaders complete their annual Strategic Curriculum Report which is submitted to the AHT responsible for Curriculum at the end of each year. A Subject Leader may also be asked to attend an SLT meeting to give feedback for their subject or outline any future CPD for their subject.

10.3 Reporting to Governors

The Curriculum AHT or Subject Leader may be invited to attend Governors meetings to report on the Intent, Implementation and Impact in their subject.