

# MILFORD PRIMARY SCHOOL

## Curriculum Policy



### Vision Statement

**'Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as lifelong learners who care, share, respect and learn in a stimulating environment.'**

Reviewed and updated	<b>July 2024</b>	<b>Emma Roberts (HT) and staff working group</b>
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## **INTRODUCTION**

At Milford Primary School, we promote a passion for learning in all our pupils. We believe our pupils are entitled to an exciting, rich curriculum that provides them with the skills and knowledge needed for life beyond primary school. We are committed to creating a stimulating learning environment which gives the children the best start to their education. Our curriculum is designed to ensure equal access to learning with high expectations for all pupils through the provision of appropriate support and challenge.

In Amber, Derwent and Wye Class (Key Stage One and Key Stage Two) our curriculum is based on the National Curriculum. This must be taught in all English maintained schools: [National Curriculum programmes of study](#)

In Kinder Class (EYFS) our curriculum is planned and delivered following the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#) and the guidance in Development Matters: [Development Matters - GOV.UK \(www.gov.uk\)](#)

We provide a curriculum that reflects our local area and is relevant to our children. To prepare our children for life in a multi-cultural society, we make sure that when we plan our topics, we bring an awareness of other cultures and faiths through the books we read and the topics we cover. Our school values and British Values are woven through all our curriculum to ensure the children can understand the real life relevance of them and apply them to their own lives.

## INTENT

Our curriculum is well planned, and we strive to ensure the deep learning of skills, concepts and knowledge. Our aim is for learners to retain and transfer their learning from topic to topic and from year to year. We want our pupils to be aware of how each lesson fits into the wider picture; we encourage them to make vertical links with other subjects and horizontal links with what they have learned previously.

The curriculum wheel below, clearly shows our intent for the curriculum.



## **IMPLEMENTATION**

As we have mixed-aged classes, our curriculum runs on a two-year rolling programme, Year A and Year B. Each half term, every class will have an overarching theme - this is introduced to the children through a big question. Subjects are taught separately, and each subject has a discrete book to record pupils' work. However, where meaningful links can be made to the overarching theme, subjects are taught to reflect the big questions.

For each subject, we use progression statements which outline the subject specific skills and knowledge that will be taught. Using these as a basis for our planning ensures that the children's skills build up over time and progress is clearly made. These progression statements [can be found on our school website](#).

Teachers create their own sequence of lessons based on our progression statements. Some subjects use carefully chosen published schemes to support the teachers' planning. These are used as a supportive framework for teacher planning, rather than a straitjacket. Teachers modify the schemes to ensure the best learning for all the pupils in the class – whilst ensuring that all the objectives are taught.

The use of knowledge organisers is being developed in school to support the retention of key knowledge and to help the children make links to their prior learning. They are currently used in all foundation subject lessons, Science and Computing. They are made available to parents/ carer on the school website: [Curriculum Planning And Information | Milford Primary School](#)

At Milford Primary we recognize that the curriculum isn't just what is taught in lesson time but in what the children experience throughout their whole time at school. We enrich the curriculum through trips, visitors, whole school events, forest school sessions, sporting events, community links and after-school clubs. Assemblies are used to support learning about values, our PHSE and RE curriculum, promote a love of reading and develop the children's understanding of the world.

Each subject is developed and lead by teaching staff, who are supported by the Headteacher. The subject leads develop actions plans for their subject area and support other staff in the delivery of their subject area.

The school works on a four-year cycle of focus subjects to ensure that development is both rigorous and manageable.

All children are entitled to a high-quality curriculum that meets their needs. Appropriate adjustment is made to support all children access our curriculum by:

- Group or Individual programmes of support
- Scaffolding of tasks
- Pre and post teach to support embedding of skills.
- Adapted task/outcome
- Adapted materials
- Interventions to target specific needs / barriers to learning.

[Linked policy SEND]

To ensure a robust, consistent approach to the teaching of English and mathematics, we have developed detailed curriculum policies for these areas. They are outlined in Section 2 of this policy.

## **IMPACT**

The impact of our curriculum is monitored by subject leaders, the Headteacher and the Governors. We use a range of methods including: reviews of data, learning walks, book looks, lesson observations and a system of light touch monitoring.

A programme of Governor visits includes visits to subject leads and reviews of School Improvement Plan.

We strive to be constantly improving our curriculum. Improvements are based on the findings of monitoring and professional conversations with colleagues in school, within our cluster and beyond.

[Linked documents:  
Foundation Subjects One A Page  
Four-Year Focus Subjects Document]

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# Curriculum Policy

## Section 2

### English Curriculum

#### Curriculum Intent

At Milford we believe that strong reading and writing skills are essential to ensure all children have access to learning across the curriculum. English lessons open up opportunities for all pupils to learn about and reflect upon the wider world as well as to find enjoyment in the language of poetry and stories. Cross curricular links are fostered whenever possible and progress in English skills is embedded across the curriculum. As our pupils grow older, we want them to have strong verbal, reading and writing skills which will enable them to be successful communicators, and to pursue careers and lives that fulfil their potential.

In line with our overarching Curriculum Cycle and the National Curriculum Objectives for English, our intent is that all pupils:

- become independent, confident readers – who comprehend, enjoy and discuss a wide range of texts
- read, listen to and are inspired by a wide range of the high-quality fiction and non-fiction – which provides both a mirror and a window for all children
- develop a love of reading and a desire to read for pleasure
- be given opportunities to comprehend and develop language skills through reading aloud regularly, recital of learnt texts and performance
- have strong basic skills in speaking and listening, reading and writing - including strong grammar, punctuation, spelling and vocabulary skills
- become articulate and imaginative communicators who can speak and write for a range of purposes
- have a wide-ranging vocabulary and take pleasure in the fun and beauty of language
- can easily transfer their English skills to other areas of the curriculum
- are prepared for success at secondary school and beyond.

## **Entitlement and Provision**

All children are entitled to a high-quality English curriculum that meets their needs. Appropriate adjustment is made to support all children access the English curriculum by:

- Group or Individual programmes of support
- Scaffolding of tasks (See Appendix 1 for definition)
- Pre and post teach to support embedding of skills.
- Adapted task/outcome
- Adapted materials
- Interventions to target specific needs / barriers to learning.

[Linked policy SEND]

We believe that our approach to teaching of reading and writing should be:

inspiring, consistent, purposeful, enjoyable, structured, explicitly taught and modelled, providing opportunities for real audiences, building skills in progression and give opportunities to revisit and apply skills.

## **Curriculum Implementation**

### **Speaking and Listening / Verbal communication**

These fundamental skills are embedded across the whole curriculum. Discrete teaching comes through drama, performance, talk tasks, group work and presentation.

### **Reading**

Reading is a fundamental skill which is used in all parts of the curriculum. Reading is taught as part of English units in daily English lesson and in separate dedicated reading sessions. In line with Education Endowment Foundation (EEF) guidance and the Department for Education Reading Framework 2023, we support pupils to develop their reading fluency; teach reading comprehension strategies through modelling and supported practice.

To teach early reading skills and phonics, we use an accredited systematic synthetic phonics teaching programme: Rocket Phonics. For Early Readers in KS2, the use of appropriate Rocket Phonics books is continued.

To support the children in developing fluency in their reading, we use repetitive reading of short accessible texts as well as longer texts (e.g. 60 second reads/extracts/poems). These are often linked to the wider curriculum, demonstrate particular grammar or punctuation, or exemplify a specific genre.

To develop comprehension, we encourage a wide range of reading from different text types and contexts, using quality texts. We directly teach new vocabulary and word roots, making links to spelling. Different question types are explained,

discussed and answered using a structured but flexible approach based on the Literacy Tree Literary Leaves adapted as appropriate by the class teacher. We may also use texts chosen by the teacher or the children.

In EYFS:

- phonics is taught daily in 20-minute sessions: we use Rocket Phonics to support early phonics and reading in a highly structured, systematic way.
- teachers, teaching assistants and volunteers regularly hear individual readers read fully decodable books linked to the children's phonetic development stage.
- rhymes, songs, sound discrimination games and stories are an integral part of everyday.

In KS1:

- phonics is taught daily in 20minute sessions: we use Rocket Phonics to support early phonics and reading in a highly structured, systematic way.
- teachers, teaching assistants and volunteers regularly hear individual readers read fully decodable books linked to the children's phonetic development stage.
- guided group reading – focusing on comprehension and decoding – occur 3 times a week.
- children have regular opportunities to enjoy language through performing, reading aloud and sharing stories with peers.
- children regularly enjoy stories read to them by adults and read for pleasure engaging with books of their own choice.

In KS2:

- readers who are still Early Readers are supported using Rocket Phonics books.
- whole class or year group reading activities take place daily for 20 mins.
- children have regular opportunities to enjoy language through performing, reading aloud and sharing stories with peers and younger pupils
- children regularly enjoy stories read to them by adults.
- children are encouraged to select different genres of stories and different text types when reading for pleasure.



## **Writing**

To ensure a consistent, yet vibrant, approach to writing staff at Milford have developed an approach to writing. In line with EEF guidance we developed a structures approach that teaches the writing process explicitly through modelling and supported practice, moving towards more independence in writing tasks.

Using progression statements written from the National Curriculum, teachers plan units of work for English which are taught in daily lesson. The units of work and related skills are mapped out on a yearly overview plan for each class.

Teachers use resources from a range of sources – all based on a high-quality text (book, poem, art, experience or film). These resources are drawn mainly from Literacy Tree, Literacy Shed, Talk For Writing Units, Oak Academy and our own units.

Where possible, teachers make links to our wider curriculum and Big Questions.

At the beginning of a unit of work teachers will ensure that pupils know how their writing will be shared.

In addition, every term children write at least one extended, cross-curricular piece of writing to apply skills learnt in English sessions independently.

## Approach To Writing

INSPIRE	<b>WOW/ hook lessons :</b> Film, drama, object, story, trip or event, visitor	
TEXT-BASED SKILLS	<b>Analysis of text:</b> excellent examples including pupils own work, text annotation, highlighting <b>Discussion:</b> whole class, group, paired, critical questions <b>Vocabulary:</b> dictionaries, thesaurus, magpie-ing, word banks, word mats, working wall <b>Grammar and punctuation skills:</b> dedicated linked SPAG lessons, active punctuation, flashbacks <b>Editing:</b> editing skills specifically taught	
PREPARE	<b>Model writing:</b> Preprepared or live Commentary by teacher Practise short chunks <b>Shared Writing:</b> Child input Adult scribe Wipeboards	<b>Toolkit for Planning:</b> <b>Oral rehearsal</b> Story Map Story Stepping Boxing Up Flow Chart Storyboard
WRITE	Writing in sections Sustained independent writing Group interventions using shared writing Use of mini-plenaries: Feedback to address misconceptions Share good examples Redirect Vocabulary Stretch and challenge	
EDIT	Focussed, guided editing Success Criteria to guide editing: Checklist / highlight or annotate Use of purple polishing pens Editing taught in skills lessons	
SHARE	Partner reading Group reading Assembly Recordings: audio / visual Wall Display Class books Powerpoint / Desktop publishing Best copy in books Critical audience	

Staff use working walls to support teaching of English units. These reflect the headings: INSPIRE, SKILLS, PREPARE, WRITE, EDIT, SHARE. Working walls are used to support the children's independence.

### **Spelling, Punctuation and Grammar**

Spelling, punctuation and grammar is taught as an integral part of the English Units taught in class. In KS1 and 2, teachers include 2 hours specific SPAG teaching within a fortnight as part of each unit. In addition, daily phonics/ spelling sessions are taught.

In EYFS/KS1- daily 20+ mins phonics

In KS2 – daily 15+ mins spelling session (Look, Cover, Write, Check; Handwriting; Dictionary work; Dictation; Multi-sensory)

### **Handwriting**

Children are supported to develop a fluent, legible handwriting style.

In EYFS the focus is on letter formation of printed letters linked to our Rocket Phonics Scheme.

In KS1 pupils develop a precursive style using flicks to enter and exit letters. Our aim is to have most children writing in a cursive script by the end of Year 2. This is linked to our Rocket Phonics Scheme.

In KS2 the cursive style is refined through developing speed and fluency following the Twinkl handwriting scheme which links to our spelling programme. Pupils are given a choice of style for the letters X and F.

### **Curriculum Impact**

We measure the impact of English teaching throughout school in the following ways:

Formative assessment is carried out by teachers in each session – this is used to influence their planning.

Summative assessment for reading (currently using NFER- National Foundation For Educational Research) to capture progress and attainment against National Curriculum objectives will be carried out termly (3 points per year) and results uploaded to INSIGHT Tracking.

Children's writing is assessed by teachers at the end of a unit of work through an independent piece of work. This is deeply marked and recorded. Staff carry out in-school writing moderation exercises (at least twice a year) and participate in Belper Collaboration Cluster moderation annually.

The Subject Leads and the Headteacher ensure monitoring of English teaching is carried out regularly through learning walks, lesson observation, pupil interviews, book scrutiny and data analysis.

The Subject Leads, Class teacher and Headteacher will use data analysis to ascertain areas for whole-class improvement and to identify groups/ individuals who may require targeted support.

Staff meetings are held to reflect on English teaching and identify/ address any CPD needs.

## **Mathematics Curriculum: A Mastery Approach**

### **Curriculum Intent**

Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy. Crucially, a sound knowledge of mathematics is vital for young people seeking employment, and securing a qualification in mathematics is a fundamental requirement for the majority of employers.

Our intention is to provide a high-quality mathematics education for all our pupils in order to equip them with the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

In line with our overarching Curriculum Wheel and the National Curriculum Objectives for Mathematics, our intent is that all pupils:

- become fluent in the fundamentals of mathematics and develop the ability to recall knowledge rapidly and accurately
- develop deep conceptual understanding, make connections between concepts
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof
- are confident users of a wide range of mathematical language and representations
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- can apply their mathematical knowledge to science and other subjects

Central to our approach are the 5 Big Ideas which underpin mastery in mathematics:

#### **The 5 Big Ideas**

- ❖ **Small, coherent steps** throughout the lesson
- ❖ **Variation** – a balance between conceptual and procedural understanding
- ❖ **Mathematical thinking** - chains of reasoning; making connections
- ❖ **Fluency** – application of efficient methods and flexibility with Maths
- ❖ **Representation and Structure** – use of a range of ways both to represent a concept or non-concept, and to expose structures

## Curriculum Implementation

At Milford, mathematics is taught daily following the White Rose Maths Schemes Of Learning for mixed-aged classes. Teachers use this **as a framework** to plan effective, high-quality lessons.

We have identified the essential Learning in maths for each year group as the 'Ready To Progress' criteria set out by the Department of Education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1017683/Maths\\_guidance\\_KS\\_1\\_and\\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf)

### Lesson Design:

Teachers strive to design lessons in which the pupils are carefully guided, step by step, through Mathematical fluency, reasoning opportunities and problems to solve. Children are given opportunities to develop fluency and to problem solve independently.

All lessons include explicit reference to vital mathematical vocabulary and the use of stem sentences to support and encourage children to communicate their ideas with mathematical precision and clarity.

Concrete, Pictorial and Abstract Learning is key to deeper conceptual understanding. Children engage with a wide and varied range of concrete manipulatives, pictorial representations and abstract methods – manipulatives / pictorial representation are used widely from EYFS to Year 6.

In order to embed learning each lesson starts with a carefully planned 'flashback' activity to reinforce prior learning, essential learning and increase fluency.

This is followed by:

'Focused Task' – all pupils will 'have a go'.

'Let's Learn' - teaching time, modelling, questioning, reasoning, solving the problem. The teacher carefully unpicks the problem with the children

'Guided Practice' - subtle variation through one question at a time approach

'Independent Practice' - children answer a range of questions independently in a workbook

'Further challenge' in the form of further application tasks or fluency challenges.

### Fostering independent learners:

To foster children's independence, teachers use a 'maths journaling' approach – maths books are used to record important information / methods which pupils can then look back on to support their learning.

EG: Children may write in their maths book 'Temperature is measured in degrees Celsius °C'; the teacher may then ask a pupil to look back in their journal to support their work.

Each classroom has a maths working wall: this is highly visual; relates to current learning; and supports conceptual and mathematical vocabulary development.

### Assessment and Feedback:

At Milford, we take a 'live feedback' approach – addressing misconceptions as they occur during the lesson.

This includes use of marking during the lesson: children marking their own work; peer marking; focussed teacher questioning; teacher/ TA marking and addressing misconceptions during independent working.

When possible same day interventions will occur related to the day's learning objective or misconceptions will be addressed at the start of the next lesson.

Summative assessments are carried out termly (currently using NFER). Teachers also use White Rose Maths End of Block assessments (or equivalent) to support their teaching.

### Fluency Development:

In addition to daily maths lessons, teachers incorporate additional fluency recall sessions into their weekly timetable: this includes work to ensure that children secure their knowledge of basic facts including times tables facts. Pupils in KS2 regularly use Times Tables Rock Stars at home and in school.

### Entitlement and Provision

All children are entitled to a high-quality maths curriculum that meets their needs. Appropriate adjustment is made to support all children access the maths curriculum by:

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- Adapted materials
- Interventions to target specific needs / barriers to learning

[Linked policy SEND]

### Curriculum Impact

We measure the impact of mathematics teaching throughout school in the following ways:

Formative assessment is carried out by teachers in each session – this is used to influence their planning.

Summative assessment (currently using NFER) to capture progress and attainment against National Curriculum objectives will be carried out termly (3 points per year) and results uploaded to INSIGHT Tracking.

Summative Assessment using White Rose Maths End of Block assessments (or equivalent) to allow teachers to modify their planning / teaching as necessary.

The Subject Lead and the Headteacher ensure monitoring of mathematics teaching is carried out regularly through learning walks, lesson observation, pupil interviews, book scrutiny and data analysis.

The Subject Lead, Class teacher and Headteacher will use data analysis to ascertain areas for whole-school /whole-class improvement and to identify groups/ individuals who may require targeted support.

Staff meetings are held to reflect on mathematics teaching and identify/ address any CPD needs.

Linked documents:

[SEND Policy](#)

[Feedback Policy](#)

[Foundation Subjects One A Page](#)

[Four-Year Focus Subjects Document](#)



## **Appendix 1**

### **Scaffolding definition:**

Scaffolding means providing temporary support for an inexperienced learner in order to help them to complete a task or acquire a skill, and then gradually withdrawing that support.

[EEF blog: Scaffolding – more than just a worksheet | EEF \(educationendowmentfoundation.org.uk\)](#)