



## Curriculum Rationale

### Curriculum Intent

At Middlefield, we believe that knowledge and skill are intertwined and our curriculum focuses on ensuring that pupils can achieve both. Through this development of knowledge and skills, we ensure progression and depth of learning. Our spiral curriculum is built around the aims and objectives set out in the national curriculum. Learning is reviewed across topics, year groups and key stages to embed knowledge into children's long-term memory. This learning is contextualised to suit our children and community, making learning meaningful and relevant. We plan and deliver an ambitious curriculum that meets the needs of all learners, including those with SEND.

### Curriculum Implementation

We deliver this by:

- Ensuring the learning environment is of high quality and promotes independent learning.
- Ensuring a broad and balanced curriculum – celebrating all subjects.
- Ensuring progression by building on what children know.
- Bringing learning to life through a variety of enrichment activities e.g. well-planned regular trips, events and high-quality resources (see Middlefield Enrichment Map).
- Using adaptive teaching to support all learners.
- Involving parents/carers in learning.

Our School Values of kindness, determination, empathy, ambition, positivity and resilience permeate through all aspects of school life.

### Subject Leaders

At Middlefield, to share expertise and domain specific knowledge across the school, teachers are 'Subject Leaders' for subjects in which they have a specialism or expressed a keen interest.

| Core Subjects |           |           |
|---------------|-----------|-----------|
| English       | Maths     | Science   |
| Mr Fewtrell   | Mr Lymath | Mrs Smith |

| Foundation Subjects               |                |                      |
|-----------------------------------|----------------|----------------------|
| Curriculum Manager                | Art and Design | Computing            |
| Mrs Beresford                     | Miss Lyons     | Mrs Fitzgibbon       |
| Design and Technology             | Geography      | History              |
| Mrs McCaskie                      | Miss McCoy     | Mrs Owens/Miss McCoy |
| Modern Foreign Language - Spanish | Music          | Physical Education   |
| Mr Haynes                         | Mrs Wilson     | Mrs Crone            |

| Other Required Curriculum Subjects |                                       |            |
|------------------------------------|---------------------------------------|------------|
| Religious Education                | Personal, Social, Health and Economic | Phonics    |
| Mrs Ellis                          | Mrs Evans                             | Mrs Donald |



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Subject Leaders are responsible for the organisation of subject specific vocabulary in their curriculum area. Key vocabulary specific to each unit is included in all planning. Retrieval vocabulary from related prior units is also highlighted. All vocabulary is introduced, built upon, recalled and reviewed in every lesson, ensuring a vocabulary rich curriculum.

Along with SLT, Subject Leaders are responsible for monitoring their subject to ensure that it is implemented consistently and effectively in line with agreed policies.

### **Planning**

Using the national curriculum objectives, Subject Leaders identify milestones to be taught across the key stages. Some subjects use a quality assured scheme of work that is adapted specifically to meet the needs of our learners, ensuring all children receive a broad and balanced curriculum.

Subject Leaders work collaboratively to design the Middlefield Curriculum Progression Grids, which are used to ensure that there is clear progression across year groups and key stages, as well as full coverage of the national curriculum. Long, medium and short-term plans are then created.

### **Foundation Stage**

Our foundation stage curriculum is guided by the EYFS guidelines and principles.

### **Curriculum Impact**

We believe that regular curriculum review and renewal is essential. Time is set aside for Subject Leaders to meet regularly with the Foundation Curriculum Manager and SLT, to discuss and evaluate their specific subject area and ensure a shared vision and approach.

Core subjects are assessed using NFER testing and informed teacher judgements. Information captured from assessment is used to identify gaps in pupil's knowledge, skills and understanding and to inform and improve future curriculum design. The Head Teacher subsequently produces a termly report showing attainment and progress of individuals and groups.

All assessment data, is available electronically and is split into year groups and individual class teacher groups for easy reference for all stakeholders.

### **School Governors**

An annual curriculum report is presented to the Governing Body during the school year, focusing on curriculum priorities identified in the School Development Plan. The curriculum sub-committee meet at least once per term to discuss curriculum priorities, achievements and next steps.