



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.

Where possible, cross-curricular links are made as we believe this makes our curriculum relevant and meaningful to pupils and puts knowledge into context.

We deliver a vocabulary rich curriculum and pupils are provided with subject-specific vocabulary and knowledge that allows them to build links and enhance their learning across other subjects. Ensuring our pupils have a broad vocabulary is a priority at Middlefield.

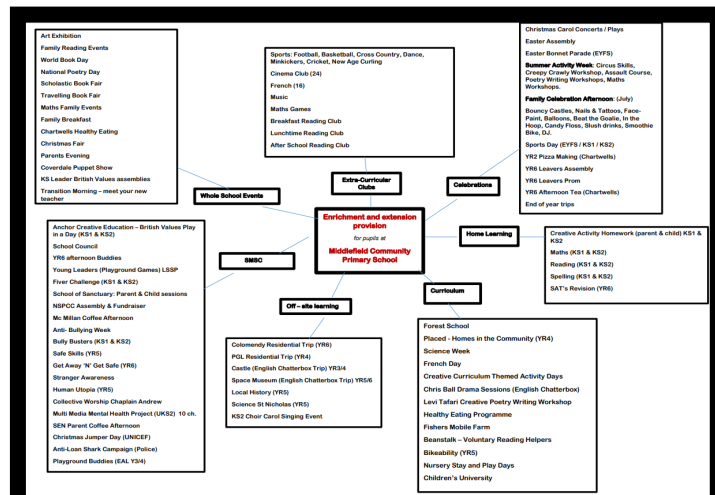
Curriculum Implementation:

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 through the use of assessment;
Bringing learning to life through a variety of enrichment activities e.g. well-planned regular trips, events and high quality resources;
Listening to pupil voice, involving them in planning and decision making;
Involving parents / carers in a series of regular school events such as Family Maths Events, Family Reading Events, Musical / Drama Performances;
Involving parents/carers in learning;

British Values are strongly promoted through our SMSC provision, making sure that the fundamentals are taught: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Children are supported in their thinking, reasoning and questioning, whilst facilitating open dialogue, through Philosophy for Children (P4C). They are provided with opportunities to practice being; Caring, Collaborative, Critical and Creative which helps to develop deeper thinking skills, improve communication and teaches them the importance of and how to cooperate with each other.



### Planning:

At each stage of the **planning process**, staff work closely together to create and develop a curriculum that meets the needs of the pupils at Middlefield, enabling all to receive a broad and balanced curriculum. We believe that our curriculum design is sustainable as all subject leads and teachers have an input and contribute to decision making.

As well as all teaching staff contributing to decision making, we recognise the importance of children helping to shape their own curriculum. At the start of each term, '**children's voice**' is recorded in **Key Stage Foundation Subject Planning Portfolios** and their evaluations collected at the end of the term. These are used to inform future planning and decision making.

### Subject Leaders:

At Middlefield, in order 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
<i>Mr Fawtrell</i>	<i>Mr Lymath</i>	<i>Mrs Wilson &amp; Mrs Smith</i>

#### Foundation Subjects

Art & Design	Computing	Design & Technology	Languages
<i>Mrs Horton / Miss Emmott</i>	<i>Mrs Beresford</i>	<i>Mrs Young</i>	<i>Mrs Donald</i>
Geography	History	Music	PE
<i>Mrs Smith</i>	<i>Miss Thomas</i>	<i>Mrs Niedzwiecki</i>	<i>Mrs Crone</i>

#### Other required curriculum subjects

RE	PSHE
<i>Mrs Ellis</i>	<i>Miss Foulkes</i>

### 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 **Curriculum Lead**, to discuss and evaluate their specific subject area and ensure a shared vision and approach.

**Core and Foundation Subjects** are assessed using **Key Learning Grids**. Information captured from **assessment** is used not only to identify gaps in pupil's knowledge, skills and understanding but also to inform and improve on future curriculum design. Grids are highlighted to show individual children's attainment. 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 teachers for easy reference for all stakeholders.

In addition to the **Key Learning Grids**, the **Curriculum Lead** and **Foundation Subject Leads** worked collaboratively to design the **Middlefield Curriculum Progression Grids**, which are used to ensure that there is clear progression across year groups and key stages, through the national curriculum.

Subject Leaders are responsible for the organisation of **subject - specific vocabulary** in their curriculum area, deciding which words are essential and which are not. They will also have considered when the words will be first introduced and when they may be revisited.

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

### **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, which includes the Chair of Governors, Community Governor and Staff Governor, meet at least once per term with the AHT (Curriculum) to discuss curriculum priorities, achievements and next steps.