

DVIS CURRICULUM POLICY 2021

Our Curriculum **Intent** at DVIS - A Child-Centric Broad and Balanced Curriculum

At Dulwich Village C of E Infants' School the curriculum is designed *for* the children, responding to *their* needs, interests, prior learning and developmental stage. It is a truly broad and balanced curriculum and it reflects our ambition for *all* children to flourish with God in life, learning and love.

Throughout the provision and across the curriculum we want to ensure the children are central to the planning, learning and teaching. We want children to flourish here at DVIS and grow in all aspects of their social, spiritual, moral and cultural lives. We fully believe that "Each person, in all their unique difference, should be able to thrive" (Valuing All God's Children - Aut '17) and that we encourage "Both developing habits *and* developing reflective wisdom in order to act with freedom and creativity in changing circumstances." ('The Fruit of The Spirit – C of E Discussion Paper on Character Education' Oct 2015). Through our vision, values based on the fruit of the Spirit and our professional insight and response to the children, we develop topics and approaches to learning and life that we believe strikes this balance.

Learning and the whole child - The DVIS approach to holistic education

"Educating the mind without educating the heart is no education at all" - Aristotle

At DVIS our approach to supporting all learners to flourish is ensuring the children are being prepared to: Be self-aware, to self-regulate and to express themselves emotionally, meta-cognitively and socially.

It is important to capture our intent and approach to key aspects of early childhood education in school. These key elements of a child's life include their emotions, relationships and their approach to learning. Without a solid basis to spring from, our experience and evidence based practice shows that children can't and won't learn, therefore it is vital that we focus on the children's emotions, their relationships with themselves as well as with others and their approach to learning i.e. *how* they learn.

Emotions - Life

At DVIS we use the **RULER** approach to emotional intelligence and literacy. Through this approach we encourage the children to recognize, name and work with their emotions, whatever they may be. We build up a bank of vocabulary in relation to emotions and a tool box of ideas to work through that emotion.

Our **bespoke PSHE curriculum** also supports this work, using the curriculum, specific programmes e.g. R-Time and PSHE & Me, discussion and circle times to allow time for talking about emotions and experiences in a safe and inclusive space.

What this could look like for a holistic learner:

- Naming and regulating emotions (their own and others) to be ready to learn.
- Understanding their emotions and that they will change
- Waiting for feelings to pass using self-control
- Using tools to express their feelings
- Reflecting on previous pleasant and unpleasant feelings and understanding that they will pass
- Recognising their own strengths in order to be resilience
- Empathising and co-operating with others

Meta-Cognition - Learning

At DVIS we use **Building Learning Power – BLP** (G. Claxton) as the basis for teaching children *how* to learn. When children are aware of their emotions and how they might approach their learning (meta-cognition) they are also more able to look at what tools they need in order to help them to learn. We show the children through our curriculum and approach to teaching that skills such as resilience, questioning, managing distractions, creativity and collaboration can produce a deeper learning experience. [For more information please refer to our website.](#)

In Reception we use the EYFS characteristics of effective learning as well as BLP.

What this could look like for a holistic learner:

- Utilising the learning powers
- Using the language of the learning powers
- Hearing the children talk positively about their mistakes
- Being willing to give learning a go.
- Being confidently able to identify what they need to solve a problem or approach a task.
- Using their surroundings and resources and choosing the most efficient strategy.
- Being flexible and adapting to different pedagogies.
- Noticing when others are using their learning powers.
- Being able to communicate their process of learning and evaluating and adapting.
- Justifying their choices by making links with previous learnings.

Socially - Love

At DVIS a trusting and positive relationship between pupil and adult, pupil and pupil, adult and adult is essential to a great learning environment. These relationships can be used to model healthy boundaries, resolution and approaches to learning.

Restorative justice is an essential part of making sure relationships stay affirming and open. A restorative process allows all involved to be listened to, heard, understood and for the resolution to be owned by everyone. Restorative justice is part of the RULER approach.

What this could look like for a holistic learner:

- Showing grace and understanding that there will be times when we make mistakes
- Managing conflict using pupil voice
- Respectfully listening to one another
- Empathising with one another
- Being self-aware when resolving conflict
- Appreciating diversity, difference and that we are all unique.
- Treating all members of the school community with respect.
- Understanding that the choices that they make have consequences and they adjust their behaviour accordingly.

Cultural Capital

At DVIS we understand cultural capital to be a combination of the knowledge, interests and skills that the children bring with them from their homes and experiences, and the learning added to this through the school's curriculum. Children's own cultural capital is utilised, developed, enhanced and added to through their education at school. The school bolsters this with a carefully planned set of intentions for the school curriculum, the development of learning skills and experiences. We aim to utilise the children's cultural capital whilst ensuring that all children have access to a shared set of important learning experiences.

Our intention at DVIS is for our curriculum to raise children who are:

- Life-long and active learners,
- Aware of *how* they learn,
- Prepared for their future,
- Resilient in the face of adversity,
- Able to think of others and their community,
- Able to take responsibility for themselves and their learning,
- Open to seeking challenge,
- Confident in who they are and were created to be,
- Enthusiastic readers, writers, who love number.

With this intent in mind each subject for the National Curriculum has its own outcome and set of intentions for the children to achieve and experience by the end of Key Stage 1.

Underpinning this work is the National Curriculum and Early Years Foundation Stage framework objectives and skills plotted across the Key Stages. This overarching plan ensures all of the curriculum is taught sequentially during a child's time at DVIS. The progression of any skills required to learn the curriculum or to deepen understanding of their learning experiences are also planned across the year groups, building on past learning and knowledge and then challenging with new thinking and learning. In order to truly learn and be changed through the learning process, the children need to develop learning tools that they can transfer from one objective, topic or learning space to another. For this work we refer to specific learning 'powers', including resilience.

The National Curriculum

What is the National Curriculum? (Dec 2014)

“The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.”

The school provides access to the National Curriculum:

- ❑ Through topic led learning
- ❑ Through explicit teaching of certain subjects and skills
- ❑ Through setting suitable learning challenges for the children
- ❑ By responding to the diverse learning needs of *all* our children
- ❑ By identifying and overcoming potential barriers to learning and assessment for all children.

The National Curriculum divides areas for learning into subjects which are:

- ❑ **Mathematics**
- ❑ **English**
- ❑ **Science**
- ❑ Computing
- ❑ Art and Design
- ❑ Music
- ❑ Physical Education
- ❑ History
- ❑ Geography
- ❑ Design and Technology
- ❑ Religious Education – the school uses a syllabus developed by the Southwark Diocese Board of Education.

Each subject is then split into attainment targets and sets out objectives to be achieved within each key stage. At this school Key Stage 1 is the school years 1 and 2.

Early Years Foundation Stage

Prior to Key Stage 1 is the Early Years Foundation Stage for children aged 0 to 5. It has a specific framework which is divided into areas of learning.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The framework sets out early learning goals for the children to achieve by the end of the foundation stage.

The framework also sets out the underlying principles of good planning and delivery for this stage of development: *In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:*

- *playing and exploring - children investigate and experience things, and 'have a go'*
- *active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- *creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Building Learning Power

At DVIS we want all the children to think about *HOW* they learn as well as about *WHAT* they are learning. Our vision is for all children to flourish in life and these learning skills will enable just that, no matter what job or role they find themselves in.

These learning powers will be woven into and throughout our learning and broad and balanced curriculum. These skills will be taught explicitly but also reinforced through every aspect of teaching and learning. We encourage the children to reflect on their learning, thinking about how they have used these key skills and how they have made a difference to their learning.

We use the work of Prof Guy Claxton and the four overarching themes are:

Resilience – the emotional aspects of learning – absorption, managing distractions, noticing, and perseverance. E.g. supporting the children not to give up; to try something new; to know they might just not know something 'yet'; to know what tools (e.g. a number line) helps them to learn.

Resourcefulness – the cognitive aspects of learning – questioning, making links, imagining, reasoning, and capitalising. E.g. develop open-ended questions creating a 'cognitive wobble' e.g. what is a home? Linking one subject to another and one style of learning in one area of the curriculum to another activity.

Reflectiveness – the strategic aspects of learning - planning, revising, distilling and meta-learning. E.g. helping children to plan an activity, what they might need how they might approach it; adapting approaches after starting a project or design.

Reciprocity – the social aspects of learning – interdependence, collaboration, empathy and listening and imitation. E.g. following other friends and teachers as role models; seeing how others learn and how that might help you; working in teams and building on a peer's idea, as well as injecting your own thoughts and strengths.

Learning and Teaching -Curriculum Implementation

At DVIS we embrace the different ways of implementing the curriculum, making it child friendly, relevant and engaging.

Clear National Curriculum Objectives and steps of progression for the different subjects are mapped across the years. They are taught and facilitated through a range of teaching and learning styles, utilising different ways of researching, using real life examples, developing the skills necessary for the future, within varied contexts and topics. The teaching and learning will be experienced within the classroom, in the outside spaces in school, on visits and trips and from a range of professionals. Running through this work will be the tools for building learning power (see above).

A. Cross-Curricular Learning

At DVIS we define cross-curricular learning as one subject being used to enhance the learning in another.

A broad range of cross-curricular approaches will be utilised by teachers in all year groups. (See Driscolls 'Taxonomy of Cross-Curricular Approaches').

This will include:

1. Using a stimulating start to a lesson such as a song to introduce the subject;
2. Learning in one subject will be enhanced by another subject, e.g. English will be enhanced by art. Two learning objectives may suit side by side within a lesson.
3. Two subjects are given equal importance through a single, relevant experience.
4. Planning and delivery of learning is carried out in response to the children's responses to a shared experience, the teacher is led by the children and uses opportunities to add challenge, new skills and knowledge to existing interest.
5. Planning powerful personal experiences that are matched to two different curriculum subjects.

B. Free-Flow learning

At DVIS we define free-flow learning as a period of time where the children have an opportunity to explore their learning and interests through self-initiated tasks (either resourced by the children or from a range of options given by the teacher based on their interests) often linked to the topic for the day, week or term.

These opportunities to learn through the children's ideas and play lead to:

- Happiness and enjoyment
- Greater engagement
- Choice and decision making
- Love of learning
- Interests deepening
- Outdoor learning opportunities
- Better behaviour and focus
- Team work
- Resilience and perseverance
- Improved and deeper learning
- Problem solving
- Building esteem
- Creativity

In **Reception** free flow learning takes place throughout the day, every day, with a classroom environment that reflects, and is responsive to, the children's interests. Children will receive short session of direct teaching within the day (which includes, phonics, maths, reading and writing as well as discussions about the topic and specific curriculum objectives.)

In **Year 1 and Year 2** free flow takes place on one afternoon a week. Activities are set up for the children to explore, linked to their topic and to the characteristics of effective learning from the foundation stage.

These characteristics are:

Playing and exploring

Finding out and exploring

Does the child show curiosity about objects, events and people? In what way?

Does the child use their senses to explore the world around them? Any sense perhaps used more than other?

Does the child engage in open-ended activity?

Does the child show particular interests? In what?

Playing with what they know

Does the child pretend objects are things from their experience (symbolic play)? How does the child represent their experiences in their play?

Does the child take on a role in their play? Any particular role?

Does the child act out experiences with others (children or adults)?

Being willing to have a go

Does the child initiate activities/experiences? What kind of activities/experiences?

How does the child seek challenges?

Does the child show a 'can do' attitude?

Does the child take risks, engage in new experiences and learn by trial and error?

Active learning

Being involved and concentrating

Does the child maintain focus on their activity for a period of time? Is this at any activity or always at a particular activity or area in the environment?

Does the child show high levels of energy, fascination? In what way?

Does the child concentrate despite distractions?

Does the child pay attention to details?

Keeping on trying

Does the child show persistence with an activity when faced with challenges?

How does the child demonstrate aspects of problem solving and show a belief that more effort or a different approach will work/pay off?

Does the child bounce back after difficulties?

Enjoying achieving what they set out to do

Is he/she proud of their accomplishments- not just the end result?

Does the child enjoy meeting challenges for their own sake rather than for rewards or praise?

Creating and thinking critically

Having their own ideas

Does the child think of ideas?

How does the child find ways to solve problems?

Does the child find new ways of doing things?

Making links

Does the child make links and notice patterns in their experience?

Does the child make predictions?

How does the child test out their ideas?

Does the child develop ideas of grouping, sequencing, cause and effect?

Choosing ways to do things

Does the child plan, make decisions and about how to do something, solve a problem to reach a goal?

Does the child check how well their activity or what they are doing is going?

Does the child change strategy if needed? Or does the child always do what he/she knows?

Does the child review how well they approach worked? With support or on their own?

C. Learning through topics

Early Years Foundations Stage Topics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Who am I?	Why is light important?	How can I care for my world?	What can I create?	What lives in my world?	What makes me strong?

Year One Topics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	To Infinity & Beyond	We are Architects	We can be Heroes	Over Land & Sea	Ready, Steady, Grow	Blue Planet
Key Curriculum Focus	HIST/GEOG	SCI/DT/COMP	DT/HIST/SCI	HIST/GEOG/SCI/ART	SCI/ART & DESIGN/COMP	GEOG/COMP

Year Two Topics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Bright Lights, Big City	Give it some Art!	Trash to Treasure	Turrets, Towers, Tiaras	Get Coding!	Home Sweet Habitat
Key Curriculum Focus	HIST/GEOG	ART & DESIGN	DT/SCI/GEOG	HIST/GEOG	COMPUTING/SCI	

These topics encourage children to think about their place in the world and how they might have a positive impact on those around them.

The topics enable the delivery of the National Curriculum objectives, sequential teaching of key facts and skills, and a multitude of opportunities to teach using a cross curricular approach, making sense of the world and links that the children can really understand. (See curriculum map Appendix A)

Learning and teaching approaches might also include:

1. **Whole class** – children may learn as a whole class when the teacher introduces ideas and concepts to the whole class e.g. when the teacher introduces the new topic for the half term.
2. **Group work** – children learn as a member of a group, learning from activities and tasks differentiated for them by the teacher according to their ability and need. This form of learning may encourage team work and cooperation.
3. **Partner learning** – the teacher will often ask the children to ‘turn to your partner’. This is an opportunity for all children to take part, listening to their partner’s ideas or teaching their partner something new.
4. **Independent learning** – children may learn independently, working on their own individual targets set at their Termly Learning Conference (TLC).
5. **One Page Profiles** – allow for small achievable targets to be set for a specific learning need in conjunction with the parents and Special Needs and Disabilities Co-ordinator.
6. **Intervention groups** – these offer an opportunity for children to learn skills such as fine motor skills and may be developed as part of a key stage achievement team focus. The key stage team when planning will look for commonalities between children and provide for their needs through group work that can address specific needs.
7. **Differentiated Groups** – the children may be grouped according to their learning need, predominantly in reading and maths, and careful use of staff, resources and space is taken into account.
8. **Mixed Ability Learning** – although differentiation is necessary for scaffolding activities, research shows children learn well when working in mixed ability groups, learning from and teaching others as they go.

D. Learning Spaces and Places

At DVIS we have access to well-resourced outside learning environments in the foundation stage as well as in Key Stage 1. The teachers plan for these spaces and it serves the children and their learning well. At play times and lunchtimes equipment is set up to continue the children’s learning through play and imagination. In the community we are surrounded by a rich learning environment too, with Dulwich Picture Gallery, Dulwich Park, the Horniman Museum and St Barnabas Church on our doorstep. All places and spaces can be and are used for learning!

E. Specialist Led Learning

At DVIS we believe it is important that children see a variety of people teach.

P.E. is delivered by teaching staff and Kick Coaches, a charity that helps deliver gymnastics, dance and games here at DVIS as well as supporting lunchtime activities.

Music is delivered by a music teacher and is a high priority in school. The children learn music to a higher level than expected in the National Curriculum and singing is a strength and joy in school.

Visitors add to our expertise, offering children learning opportunities spanning different skills, arts, languages and life learning.

Communication with Children about Learning

At DVIS we believe it is vital that the children are part of the learning conversation. They need to be taught how to ask questions about their learning and to begin to understand how they can develop themselves as learners. Questions asked might include: What helps you to learn? What materials could you use to help you to learn? What do you enjoy learning about and why? How do you learn best, on your own or in a group? How can others help you to learn? What do you need to do next? How might we learn from our mistakes? Through asking these questions we hope to encourage life and learning skills such as resourcefulness, resilience and problem solving.

Communication with Parents about Learning

1. Termly Learning Conferences – TLCs

2. Year Group Curriculum Evenings

These take place once a year at the start of the autumn. This is an opportunity to meet the new parents for the coming year, share *what* the children will be learning throughout the year and *how* they will be learning and also to address any transitional issues for the children. Ideas for how parents might help at home are also shared.

3. Year Group Newsletters

Each half term the newsletters share the objectives and topics taught.

4. Fortnightly newsletter from the Headteacher

The Headteacher may cover aspects of learning or new topics in the newsletter that is sent to all parents via email.

5. Open Classroom

Every class hosts a session after school once every half a term for parents and siblings to share the learning in the classrooms and on the displays.

6. School website and blogs

Each week the year groups post the learning objectives for maths and English on their year group page. There is also a school blog that highlights learning within class from the week.

Assessment for Learning (see also Assessment for Learning Policy) **Impact**

At DVIS children are assessed through informal and formal systems and their progress tracked and monitored on a regular basis through staff meetings and pupil progress meetings for Key Stage 1 staff and Foundation Stage staff. The Leadership Team within school comprised of 7 staff also meet regularly to analyse the 'bigger picture' in regards to learning and teaching within school.

Progress is tracked through assessment data and pupil progress meetings, where significant groups or individual children who might be on the cusp of achievement are discussed and actions taken forward for their learning. National Curriculum levels and points from the Early Years Foundation Stage Profile are used to guide analysis of progress and attainment. Age related expectations have been set nationally for both Foundation Stage (Reception) and the end of Key Stage One (Year 2).

To establish standards the staff regularly monitor progress and attainment data, comparing our school against local and National benchmarks. We identify our strengths and weaknesses in order to raise our pupil's attainment further.

All staff use their teacher judgement to assess throughout all activities as to whether the children are progressing in their learning. Teachers may observe, ask questions, look at work samples or they may set tasks or quizzes that assess particular objectives. All assessments made by the teachers and teaching assistants at school ensure the next learning steps for each child can be planned for.

Marking is used to highlight to the children what their next steps are and this is in the form of verbal feedback and more a marking code understood by the children (see Marking Feedback Policy).

Monitoring and Evaluation of the Curriculum – Measuring **Impact**

All staff are expected to participate in evaluating the learning and teaching of the curriculum. Every qualified teacher leads a subject and ensures this subject is taught in line with the National Curriculum expectations.

Monitoring throughout the year will include:

1. planning surveys
2. work book scrutiny
3. interviews with small groups of children
4. lesson observations & learning walks
5. skill and resource audits
6. guidance review
7. analysis of formative and summative assessments
8. reading & research

Helen Poyton - Nov 2021

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