



Griffin Primary School

Curriculum Policy



1	Summary	Curriculum Policy			
2	Responsible person	Louise Pitts			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Senior Leadership Team			
6	Who has been consulted and recommended policy for approval	LGB			
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10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	Autumn Term 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



Contents

1. Curriculum ambition	4
2. Curriculum implementation	4
3. Curriculum impact.....	5
4. Curriculum assessment.....	5
5. Curriculum enhancements	5
6. Children with SEND.....	6
7. Monitoring	6



1. Curriculum ambition

At Griffin Primary School, our ambition is to provide a curriculum for all of our students designed in response to what we already know about our children. Our over-arching goal is routed in promoting a positive attitude towards learning so that children enjoy coming to school, developing our children into life-long learners. Our curriculum is designed to provide all of our children with the core knowledge that helps them to make links between their prior and new knowledge, allowing them to develop a deeper understanding and be inspired to continue their learning outside of the classroom.

We aim to provide our children with stability through a consistent curriculum provision, allowing staff to become experts and build in assessment tools. The curriculum is sequenced effectively to enable prior knowledge to be built upon both throughout and across year groups. At the heart of our curriculum there lies a respect for all of the subjects we teach and how this provides our children with an insight into the world around us.

At Griffin we teach children how to develop their behaviours and habits to become effective learners through asking questions in order to develop their curiosity. Griffin's curriculum has been developed so that our children are not afraid to make mistakes and accept ways forward as support rather than criticism.

By the time the children leave Griffin, our ambition is to ensure that they have the necessary skills in Mathematics, English and communication so that they will become positive citizens in their community and the wider world.

2. Curriculum implementation

Our curriculum is broad and inclusive, taking into account the life experiences of our children, providing them all with equal opportunities to achieve, and by effectively using assessment to shape their future learning opportunities.

The implementation is through a number of elements, outlined below:

- Long Term Plans
- Subject Schemes of Work
- Year Group Schemes of Work
- Remember when knowledge (recap of prior learning)
- Subject key vocabulary
- Progression of skills
- Sticky knowledge
- Assessment

The subject schemes of work are written by subject leaders to ensure learning is sequenced, building on prior knowledge and leading onto future learning.

The sticky knowledge forms small, progressive steps for each subject which builds to the ambitious end points for each unit of learning in each year group. This is



assessed through sticky knowledge assessment questions, by pupil voice or by final outcomes.

At Griffin the National Curriculum (2014) objectives are mapped out across the whole school to ensure sufficient coverage, progression and depth. Development Matters and the Early Years Framework are used to inform the EYFS long term plans. Subject leaders ensure progression in the curriculum from Nursery up to Year 6.

Religion, beliefs and values is taught through the Hull and East Riding Agreed Syllabus. PSHE is taught through Jigsaw, a sequential and mindful approach to teaching PSHE.

3. Curriculum impact

Children at Griffin will demonstrate the following characteristics and skills as a result of their time with us:

- **Academic readiness:** Children will know what it is to be 'ready' to learn and be prepared to continue this throughout their education in order for their good to be better, and better to be best.
- **Character building:** Children will understand the right way to treat and engage with people in the community around them in a positive manner.
- **Wider experiences:** Children will have experiences beyond those available to them as part of their everyday lives.
- **Social and emotional preparation:** Children will build skills and attitudes that prepare them to participate and positively contribute to life in modern Britain.

4. Curriculum assessment

Our formative assessment is tailored to the needs of the children at Griffin, allowing them to achieve fluency across each subject. Across the academic year, the school collects and reviews pupil progress three times. Progress is monitored for every child, through them knowing more and remembering more of the curriculum.

In lessons, the children are assessed on their sticky knowledge in order to embed this in their long-term memory. We are particularly conscious of the role that vocabulary plays in unlocking the whole curriculum, ensuring that teachers explicitly teach subject specific language.

In EYFS, assessment for learning is used continuously by all practitioners, with observations evidenced on Tapestry.

5. Curriculum enhancements

We offer a range of experiences which contribute to all children receiving a full and rich curriculum and providing opportunities to develop basic life skills, which they may not have access to at home. These also enable pupils to develop and discover their interests and talents.



We are proud that our curriculum gives our children the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals and dreams in life.

The range of experiences we offer support and champion our culture and ensures that our children benefit from a full range of academic, spiritual, moral, social and cultural activities.

6. Children with SEND

The curriculum at Griffin is designed to be inclusive and teachers will adapt the curriculum to ensure it meets the needs of the children in their classrooms. The priority for SEND pupils is to have access to quality first teaching delivered through the National Curriculum objectives.

7. Monitoring

The Senior Leadership Team are responsible for the day-to-day organisation of the curriculum; and through moderation, monitoring and self-evaluation ensure the national curriculum is taught effectively across the school to lead to the planned end points.

Subject leaders are expected to lead, support, monitor and raise standards for their subject. Each subject leader writes an annual subject action plan and will review the impact and next steps each term. Subject leaders have a clear understanding of how well their subject is taught across the school.

The Local Governing Body is responsible for monitoring the way the school's curriculum is implemented. Governors review each subject area according to the policy through learning walks, meetings with subject leaders, annual subject reports and termly updates in Governing Body meetings.

This policy will be reviewed every two years.