Curriculum Policy

Last Reviewed	Body
January 2026	LGB
Next review date:	January 2027

Curriculum Policy

At Dallow our aim is to improve the life chances of all children with an engaging, exciting and empowering curriculum that supports every child to become a lifelong learner.

Our diverse school community recognises and celebrates each child as an individual and equips each one with the skills, knowledge, concepts and values to prepare them for life beyond primary school.

Our curriculum is designed to provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers with a growth mind-set. We provide enrichment opportunities to engage learning and use our Dallow Character Values - **C**ommunication, **H**onesty, **A**daptability, **R**esilience, **A**spiration, **C**uriosity, **T**eamwork, **E**mpathy, **R**espect - to nurture positive attitudes which reflect the values and skills needed to promote responsibility for learning and future success. Parental involvement is actively encouraged and families are welcomed to facilitate new learning skills and share our successes and celebrations.

Children leave Dallow as caring, confident and curious young people with a passion for learning and achieving and with a sense of belonging to a tightly knit community.

CURRICULUM OVERVIEW

Our curriculum at Dallow is designed to offer the children the best learning experience possible. All subjects are taught discretely, ensuring high quality provision, however we map our curriculum in a way that encourages children to make cross-curricular connections between their learning. Our core subjects and some foundation subjects are mapped and planned by leaders in school, however, to support children's learning, we also buy into some subject scheme: PSHE/RSE is delivered through 'Jigsaw', we follow the Bedford Borough, Central Bedfordshire and Luton Agreed Syllabus for RE, we use 'Primary PE Planning' for PE, 'Language Angels' to teach modern foreign languages (Spanish) and 'Teach Computing' for computing. Peripatetic music lessons and singing assemblies are delivered by specialists from the Luton Music Service.

We follow the National Curriculum which clearly defines what children should be capable of at certain important periods of their development.

These standards are explicitly described in terms of the knowledge children should acquire, the skills they should be able to demonstrate and the understanding they should develop. Not all of these standards or learning outcomes are measurable. Some will require teacher judgement. The curriculum provides opportunities for teachers to assess or judge the quality of children's learning through a range of assessment or evaluative opportunities.

ENGLISH

We want our children to have a positive attitude towards **communication and** to be able to independently express their emotions and their ideas. Through our English Curriculum, we strive to teach the children how important their **reading, writing, speaking and listening skills** will be in the real world. At Dallow we want all of our pupils to be **capable readers, writers, spellers and speakers,** who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. We teach our pupils to speak clearly,

to convey their ideas fluently and confidently and to ask questions. We specifically teach spelling rules to enable children to apply their understanding and feel confident in spelling new words. English specialists have carefully selected key texts upon which to focus English lessons. These texts support the understanding of different writing genres and model the key skills children require to write effectively. These same texts are also used in reading lessons to further develop vocabulary and comprehension. This has allowed for a wider range of reading and writing opportunities and therefore an improvement in the quality of writing produced and more advanced comprehension of texts.

MATHS

Dallow Primary is a *Maths Mastery* school where we strive for all children to have solid foundations, confidence to progress and the environment for all to achieve. Children have a 1 hour maths lesson every day. For this, we use White Rose Maths, a programme of study that is influenced and inspired by researchers and practitioners across the world, to support our planning of small steps and supplement this other high quality resources. A mastery approach means that children acquire a deep, long-term, secure and adaptable understanding of the subject, resulting in the children acquiring a solid enough understanding of the maths that's been taught to enable them to move on to more advanced material. It is taught using the '5 big ideas': coherent, representation/ structure, mathematical thinking, fluency and variation.

Developing number fluency plays a significant role in our maths curriculum and so, as well as the 1 hour maths lesson, children also have a 30 minute arithmetic focused session daily. In Reception, Key Stage 1, Year 4 and Year 5, this is 'Mastering Number': a programme developed by NCETM. In Year 3 (where there is not yet a Mastering Number Programme available) White Rose Fluency Bee is used. In Year 6, arithmetic sessions are focused on place value, the four operations, fractions, decimals and percentages. We also use counting, in Key Stage 1, and Times Table Rockstars in Key Stage 2, at the beginning of every session to embed number facts.

SCIENCE

Children will participate in theory and practical based lessons through 4 main strands: animals including humans, materials, physics and plants and living things. In theory based lessons, teachers will pose questions, explore stimuli and use ICT to enhance children's understanding. In practical lessons, children will be given the opportunity to discover learning for themselves through investigations and experiments. In Key Stage 2, children will then record this learning as formal investigations. Teachers use White Rose Science to support their planning and assessment of these lessons.

PSHE/RSE

At Dallow, we teach PSHE through Jigsaw which is a PSHE Scheme of Work. It provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Following consultations with all stakeholders, we have made adaptations in line with our school community.

Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. It provides structured opportunities in every lesson to practise and enhance the five skills associated with emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). At Dallow we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn. Jigsaw PSHE is fully

compliant with the DfE Statutory Relationships & Health Education Guidance. Every child has a personal, reflective journal to keep a record of their learning and reflections. These are taken with them throughout the school from Reception to Year 6.

RE

Religious Education is taught using the Bedford Borough, Central Bedfordshire and Luton Agreed RE Syllabus 2024–2029 scheme of work. The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Pupils can then:

- **Make sense** of a range of religious and non-religious beliefs
- **Understand the impac**t and significance of religious and non-religious beliefs
- **Make connections** between religious and non-religious beliefs, concepts, practices and ideas studied

Teachers use a range of stimuli and open ended questions to encourage thought, ideas and discussions. We ensure there is a non-judgemental learning environment so that all children can express their thoughts and ideas openly.

LANGUAGES

Learning a foreign language reinforces fluency and understanding of grammar, and shows pupils the importance of speaking and listening skills. The teaching of MFL is not compulsory in Key Stage 1. We teach a rich curriculum of **Spanish** from Year 3 upwards, that enables our pupils to become effective users of language and show an understanding and respect of different cultures in our local, national and global communities.

Our whole-school Language of the Month exposes children to a range of languages from around the world. This supports the children to become global citizens and broadens the children' exposure to other languages. This is particularly relevant in Dallow's multicultural community.

PE

PE is especially important at Dallow as the school is located in an inner city area and we aim to ensure children have opportunities both during the school day and through extracurricular activities, which are pivotal due to the lack of these opportunities they have out of school time. We believe that PE is an essential element of the curriculum, which allows us to promote and establish healthy lifestyles including understanding the benefits of a healthy and balanced diet. This is supported by our school caterers who cook all the meals from fresh ingredients.

From Year 1 to Year 6 every child has 1.5hours of timetabled PE every week, through lessons such as gymnastics, dance, orienteering, health related fitness and a plethora of invasion games. Early Years have 45 minutes of timetabled PE a week.

ART and DESIGN TECHNOLOGY

Art and Design Technology are taught as discrete subjects, alternating each half term, but both subjects allow children to develop their creativity and allow children to develop their skills as they progress through the key stages. In Early Years the focus is on giving children the opportunities to

be imaginative, explore different materials and develop their ideas, which is a crucial part of the Early Years Curriculum.

In Key Stage 1 and 2, art is taught through 3 main units each year: paint, sculpt and mixed media. Children develop drawing skills in all units. Through the art curriculum, children will develop their knowledge of a diverse range of artists, become confident in different styles of painting, explore clay and sculpture and learn a variety of collaging and printing techniques.

DT is also taught through 3 main units each year: make, cook and textiles. Children will develop the ability to research, design, make and evaluate a wide range of products. They learn to use a range of joining techniques and mechanisms to create purposeful products, develop their sewing skills to make increasingly ambitious items and learn crucial cooking skills so that they can create a full meal by the end of Year 6.

MUSIC

Peripatetic musicians provided by **Luton Mix** teach music here at Dallow. Our progressive scheme covers the National Curriculum in an integrated, practical and exploratory way. We have designed a curriculum that builds pupils' technical, constructive and expressive knowledge of music. The interrelated dimensions of music weave through both key stages to encourage the development of musical skills as the learning progresses, through listening and appraising, differing musical activities (including creating and exploring) and performing.

Our intention is to incrementally build the knowledge that pupils need to become musicians and to have an appreciation for music

CURRICULUM PLANNING AND DESIGN

The curriculum is planned carefully so that there is coherence and full coverage of all aspects that meet the requirements of the National Curriculum for KS1 and KS2 and the EYFS curriculum. Subject leads and coordinators provide an ambitious overview of the progression in each subject area so that year group teams can work together to plan their year group specific objectives. This means learning is linked and progressive across the school as well as consistent across year groups.

The curriculum is planned in three phases:

Long term planning:

- Subject leads map out the curriculum for each subject.
- Year Group Overviews shows when each unit of every subject is taught and which overarching theme it links to.

Medium term planning

- Learning objectives based on progressive small steps for each subject are mapped out by subject leads.
- Trips/workshops/enrichment activities
- Resource planning,

Short term planning

- Includes the learning objective and the steps to success needed for each lesson.

- Outline starters, main activities and plenaries.
- Identify key modelling opportunities, key questions and key vocabulary.
- Plans how lessons will be adapted to meet the needs of all pupils.
- Resources or supporting slides are

DISPLAYS AND THE LEARNING ENVIRONMENT

Displays are an integral part in supporting and celebrating the learning that takes place at Dallow Primary School. Every classroom has an inviting book corner to promote the love of reading. We also use maths and English working walls to support children's learning through a unit.

ENRICHMENT ACTIVITIES

We know how important memorable experiences are to enhance learning and increase cultural capital for our pupils. These memorable experiences are planned to support and enhance the curriculum and can be approached in several ways:

- Planned offsite education visits-
- Special days where the whole school comes together for a specific project
- Special days or activities for individual year groups linked to a subject.
- By inviting experts to come and share their knowledge with children
- Using the diverse backgrounds of all children in the school, building their experiences and knowledge into the curriculum and using their families as a source for learning.
- Providing a wide offer of extra-curricular activities.

MONITORING AND EVALUATION

Our teachers use informal assessment for learning on a daily basis to ensure teaching and learning is reflective of the children's progress. Reading, writing and maths are formally assessed at the end of each term, providing summative data to track children's progress. This information is used to monitor and analyse the progress of whole year groups as well as minority groups. Pupil Review Meetings are held between SLT and year groups to monitor the progress of individuals and plan for rapid progress where necessary.

The Senior Leadership Team and Phase Leaders regularly monitor teaching and learning through learning walks, book looks and pupil voice.