

FOREST FEDERATION  
CURRICULUM POLICY



Approved by Governing Body:	Date June 2023
Next review due:	Date June 2024

# FOREST FEDERATION CURRICULUM POLICY

## **THE CONTENT CURRICULUM**

Our curriculum comprises three clear strands – Content, Cognition and Behaviour.

- Content Curriculum (What we teach across the school and why we deem it significant)
- Cognition Curriculum (How we teach this content so it is remembered/applied long-term)
- Behaviour Curriculum (How we set expectations for all children to have time and support to learn)

## **This policy focuses on the content of our curriculum**

### **PRINCIPLES AND AIMS**

At the Forest Federation, our curriculum aims and values are:

All-embracing curriculum provision must ensure that children ‘feel safe, are happy and become wise’. Children, staff and families are encouraged to ‘be kind, work hard and aim high’ in order to keep ‘getting their bests better’.

We believe in the power of knowledge (with regard to memorisation, vocabulary and application) taught through rich and varied experiences.

Core knowledge and skills (particularly in English and Maths) take priority as they typically underpin all other learning in facilitating access.

Learning for life-long interest starts in primary school – we want to build passion for specific interests well before secondary transition.

### **Legislation and guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education’s Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

### **Roles and responsibilities**

#### The governing body

The governing body will monitor the effectiveness of this policy and hold senior leaders to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

#### Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is provided with sufficient information so that they can be fully involved.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

### Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The role of the subject leader/subject leadership team is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader/subject leadership team carries out book trawls, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

### **Organisation and planning**

As per all expectations outlined above, we follow the National Curriculum and use the guidance within as the foundation for our initial planning.

Subjects are taught discretely for the majority of the timetable to ensure that key learning points and the most important knowledge are not diluted. We want children to 'learn to remember, things that are worth remembering' leading to a strict focus on retrieval of learned knowledge and repeated application of this. This is outlined further in our 'Curriculum: Cognition' policy.

We have appended details of every curriculum area and how each is planned, taught and assessed.

### **Extra-curricular Activities**

Across the Forest Federation, we are committed to developing the whole child and inspiring as many individual interests as possible. We extend the curriculum by offering extra-curricular activities before, during and after the school day. At any one point, these might include a variety of sports and craft clubs.

### **Early Years Foundation Stage**

The curriculum taught in the EYFS classes meets the requirements set out in the National Curriculum at Early Years Foundation Stage. We plan the curriculum carefully for coherence and progression, focussing on developing children's skills and experiences and ensuring full coverage of all aspects of

the early learning goals. Our school supports the principle that young children learn through a combination of play and direct instruction.

Learning in the EYFS classes builds on the experiences of the children in their previous environments. We build positive partnerships with the variety of nurseries and other pre-school providers in the areas.

During the children's first term in class, the staff carry out a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. In the Early Years Foundation Stage we use the objectives from the EYFS curriculum. Again, we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas.

Transition into Year One is a significant focus – we use the summer term to embark on planning for this to meet the various needs of the children.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Staff will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Staff will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

### **Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children. Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. This policy will be reviewed periodically. At every review, the policy will be shared with the full governing board.

## APPENDIX A



### FOREST FEDERATION CONTENT CURRICULUM – SUBJECT BY SUBJECT!

#### English – Phonics

Phonics and early reading is taught through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Phonics is taught in phases which are progressive and sequenced.

Each lesson follows a fixed structure as outlined below:

- Revisit and Review
- Teach and Practice
- Practice and Apply

Children who are finding it difficult to maintain the pace of the programme are supported by the “Keeping up” materials. For children in older year groups with gaps in their phonic development, are supported by “Rapid Catch-Up” materials.

#### English – Reading

A reading spine is in place across both schools to ensure that children are given the opportunity to explore a broad range of genres and text types. Typically these book choices are based on Lemov’s “Five Plagues of the Developing Reader” and Pie Corbett’s core reading list.

Lesson structure and delivery methods are focused on:

- Decoding
- Prosody
- Fluency
- Comprehension

#### English – Writing

A clear and sequenced Writing unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use the Write Stuff scheme by Jane Considine—this is a mastery approach. We also use Jane Considine’s spelling scheme. Lesson structure and delivery methods are typically focused on:

- direct instruction (to share new knowledge or teach new skills)
- strong disciplinary vocabulary usage – grammatical principles
- development of spoken language to broaden vocabulary
- sentence stacking – I do, we do, you do approach
- experience days to gather vocabulary and phrases to support writing

## Maths

A clear and sequenced Maths unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use the White Rose Maths Scheme of Work and workbooks and assessment materials – this is a mastery approach. Lesson structure and delivery methods are typically focused on:

- retrieval starters (to consolidate knowledge)
- direct instruction (to share new knowledge or teach new skills)
- I do, we do, you do approach
- strong disciplinary vocabulary usage
- developing skills of instant recall and fluency
- Using practical equipment to support (help visualise) conceptual understanding
- being taught efficient written methods of calculation as stated in the school's Calculation Policy. (see Calculation Policy for further guidance)
- Developing reasoning and problem-solving skills

Our expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of the pupil's understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those children who are not sufficiently fluent with earlier materials should consolidate their understanding, including through additional practice, before moving on.

The learning needs of individual pupils are addressed through careful scaffolding, skilful questioning and appropriate rapid intervention, in order to provide the necessary support and challenge. This will include bespoke pre and post teaching to individual needs by either a teacher or skilled teaching assistant.

Factual knowledge (e.g. number bonds and times tables), procedural knowledge (e.g. formal written methods) and conceptual knowledge (e.g. of place value) are taught in a fully integrated way and are all seen as important elements in the learning of mathematics.

## Science

A clear and sequenced Science unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units from a small number of sources including Oak and Reach ([Cornerstones Curriculum: Newton](#)). Lesson structure and delivery methods are typically focused on:

- retrieval starters (to consolidate knowledge)
- direct instruction (to share new knowledge or teach new skills)
- a heavy proportion of practical application to support scientific enquiry – designing and carrying out fair tests; carrying out scientific investigations
- developing key skills such as observing, measuring, identifying, classifying, answering questions, looking for patterns, using models
- strong disciplinary vocabulary usage
- regular reviews
- use of both commercially and school produced workbooks for many units

Where children have lower prior attainment, tasks are scaffolded in workbooks, vocabulary is pre-taught (where possible) and bespoke resources are introduced for support.

## History

A clear and sequenced History unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units from a small number of sources including Oak and Reach ([Cornerstones Curriculum: Newton](#)). Lesson structure and delivery methods are typically focused on:

- retrieval starters (to consolidate knowledge)
- direct instruction (to share new knowledge)
- using and interpreting both primary and secondary evidence; being aware of and taking account of bias
- examining historical artefacts to answer historical questions
- following and devising lines of historical enquiry
- developing research skills
- strong disciplinary vocabulary usage
- regular reviews
- use of both commercially and school produced workbooks for many units

Where children have lower prior attainment, tasks are scaffolded in workbooks, vocabulary is pre-taught (where possible) and bespoke resources are introduced for support.

## Geography

A clear and sequenced Geography unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units from a small number of sources including Oak and Reach ([Cornerstones Curriculum: Newton](#)). Lesson structure and delivery methods are typically focused on:

- retrieval starters (to consolidate knowledge)
- direct instruction (to share new knowledge)
- following lines of geographical enquiry
- developing key geographical skills, including how to use, draw and interpret maps of different scales
- applying map reading skills to globes and atlas maps and using them to identify geographical features
- formulating appropriate (geographical) questions, developing research skills and evaluating material to inform opinions
- strong disciplinary vocabulary usage
- regular reviews
- use of both commercially and school produced workbooks for many units

Where children have lower prior attainment, tasks are scaffolded in workbooks, vocabulary is pre-taught (where possible) and bespoke resources are introduced for support.

## Art

A clear and sequenced Art unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units from a small number of sources including Kapow as well as specialist teacher knowledge ([Cornerstones Curriculum: Newton](#)). Lesson structure and delivery methods are typically focused on:

- retrieval starters (to consolidate knowledge)
- looking at the work of famous artists and exploring the techniques they used

- direct instruction (to develop new skills and techniques)
- exploring and developing children's own ideas for projects
- strong disciplinary vocabulary usage
- encouraging children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them
- regular reviews of learning
- development of a sketch book as a portfolio of art progression across time/year groups

Where children have lower prior attainment, tasks are scaffolded and/or adapted as necessary, vocabulary is pre-taught (where possible) and bespoke resources are introduced for support.

### **Design Technology**

A clear and sequenced DT unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units from a small number of sources including Kapow ([Cornerstones Curriculum: Newton](#)). Lesson structure and delivery methods are typically focused on:

- direct instruction (to develop new skills and techniques)
- retrieval starters (to consolidate knowledge)
- exploring and researching existing products (KS2)
- children designing and testing products that are purposeful and appealing.
- children carefully selecting the most suitable tools and materials to make their product
- focus on the actual construction/creation of products – hands on approach
- a food and nutrition based unit every year – a practical approach
- strong disciplinary vocabulary usage
- encouraging children to evaluate their own ideas and methods, as well as the overall quality of their product
- development of a DT book as a portfolio of DT progression across time/year groups

Where children have lower prior attainment, tasks are scaffolded and/or adapted as necessary, vocabulary is pre-taught (where possible) and bespoke resources are introduced for support.

### **Computing**

A clear and sequenced Computing unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units from a small number of sources including Kapow and Purple Mash. Lesson structure and delivery methods are typically focused on:

- direct instruction (to develop new skills and share new knowledge)
- retrieval starters (to consolidate knowledge)
- The effective use of tools – actually using and engaging with hardware and software
- E-safety – using technology safely and responsibly
- strong disciplinary vocabulary usage
- understanding, using and applying algorithms
- writing computer programs (coding)

Where children have lower prior attainment, tasks are scaffolded and/or adapted as necessary, vocabulary is pre-taught (where possible) and bespoke resources are introduced for support.

### **Personal, Social, Health and Economics/RSE**

A clear and sequenced PSHE unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units from a



small number of sources including Kapow and Local Authority Schemes of Work. Lesson structure and delivery methods are typically focused on:

- direct instruction (to share new knowledge)
- retrieval starters (to consolidate knowledge)
- developing discussion skills
- developing listening skills
- encouraging children to be aware of their own mental well-being and developing strategies for a healthy mind
- developing an emotionally-literate vocabulary

Where children have lower prior attainment, tasks are scaffolded and/or adapted as necessary, vocabulary is pre-taught (where possible) and bespoke resources are introduced for support.

### **Physical Education**

A clear and sequenced PE unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units based on the NC and designed by Sports specialists. Lesson structure and delivery methods are typically focused on:

- direct instruction (to develop new skills and techniques)
- retrieval starters (to consolidate knowledge)
- being active and practising skills
- improving competency in specific skills
- improving the quality of performance
- strong technical vocabulary usage
- working as an individual, as a pair or as part of a team
- understanding the role of sport as part of a healthy lifestyle
- being competitive
- Describing and making constructive judgements on their own and others' work

Where children have lower prior attainment, tasks are scaffolded and/or adapted as necessary, vocabulary is pre-taught (where possible) and bespoke resources are introduced for support.

### **Religious Education**

A clear and sequenced RE unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units based on the Locally Agreed Syllabus. Lesson structure and delivery methods are typically focused on:

- direct instruction (to share new knowledge)
- retrieval starters (to consolidate knowledge)
- strong disciplinary vocabulary usage
- respectful consideration of religious practices, beliefs and values
- developing religious literacy - helping children and young people hold balanced and well-informed conversations about religion and belief
- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves in libraries and on computers.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors
- Taking time for reflection
- The use of school-produced workbooks for some units

Where children have lower prior attainment, tasks are scaffolded and/or adapted as necessary, vocabulary is pre-taught (where possible) and bespoke resources are introduced for support.

## **Music**

A clear and sequenced Music unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units based on content developed by our music teacher, Helen Nightingale. Lesson structure and delivery methods are typically focused on:

- direct instruction (to share new knowledge)
- retrieval starters (to consolidate knowledge)
- strong disciplinary vocabulary usage
- a combination of teacher-led and video-led lesson content
- children making and performing music with instruments
- children singing and making music with their voices
- listening to and identifying world-famous musical compositions
- exploring a range of musical genres from different times and cultures

## **Modern Foreign Languages**

A clear and sequenced MFL (French) unit plan is in place for each year group across both schools. This is outlined in our Curriculum Units document. We use a carefully selected sequence of units based on Oak Academy, Twinkl and Rachel Hawkes materials. Lesson structure and delivery methods are typically focused on:

- direct instruction (to share new knowledge)
- retrieval starters (to consolidate knowledge)
- a combination of teacher-led and video-led lesson content
- the use of workbooks for some units
- speaking in the target language (French)
- listening and understanding the target language
- developing a wide-vocabulary in the target language

Where children have lower prior attainment, tasks are scaffolded and/or adapted as necessary, vocabulary is pre-taught (where possible) and bespoke resources are introduced for support.