

Core Priority Curriculum



Overall Strategic Aim: To further develop and refine the teaching of foundation subjects from the EYFS through to Year 6
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Rationale and Evidence:

- The EYFS curriculum has changed and it is important that all teaching staff are familiar with content, coverage and how it is then built upon in KS1 and KS2.
- Subject leaders need a greater understanding of how their subject is taught in key stages other than their own
- Direct Instruction, as a pedagogical approach has been very successful but it is not always the most appropriate teaching method for some foundation subjects. Subject leaders need to provide staff with further support for the most effective way of delivering and securing knowledge in their subject.

| Strategic Aim | Key Tasks Autumn | Impact so far? | Key Tasks Spring | Impact so far? | Key Tasks Summer | Overall Desired Impact |
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| To further develop subject leaders' knowledge of the EYFS curriculum and how it relates to the National Curriculum in KS1 and KS2. | <ol style="list-style-type: none"> 1. Reintroduce foundation subjects into the termly monitoring cycle (HB, JL) 2. Monitoring framework to include EYFS as part of foundation subject monitoring (HB/JL) 3. Specific subject leaders to take part in learning walks in the EYFS (KP/NN - Autumn 2) 4. Subject leaders to work with KP to develop own knowledge of EYFS curriculum (KP/NN - Autumn 2) | | <ol style="list-style-type: none"> 1. Specific subject leaders to take part in lesson observations in the EYFS (KP/JL) | | <ol style="list-style-type: none"> 1. Specific subject leaders to take part in lesson observations in the EYFS (KP/JL) | <p>All subject leaders will have a secure understanding of the EYFS curriculum and how their subject is taught within the EYFS Framework and then developed through to the end of KS2</p> <p>Subject leaders will have a greater understanding of the pedagogical approaches in the EYFS</p> |

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| <p>To ensure all foundation subject planning is rooted in the most appropriate current pedagogical research and tailored to meet the needs of all children</p> | <ol style="list-style-type: none"> 1. Subject leaders to join Professional Association for their subject and share relevant information with other staff (NN/SLs) 2. Subject leaders to conduct own research into appropriate teaching methods and lesson design (NN/SLs) | | <ol style="list-style-type: none"> 1. Programme of PDMS to focus on how Direct Instruction can be used effectively to teach a range of foundation subjects (MB/JL/SLs) 2. Programme of PDMS to introduce a range of pedagogical approaches to deliver lessons in specific foundation subjects (science, geography, history) (KP/JL/SLs) | | <ol style="list-style-type: none"> 1. Provide PDM warmups on direct instruction fluency, potentially involving children (MB/JL) 2. Continue programme of PDMS to introduce a range of pedagogical approaches to deliver lessons in specific foundation subjects (science, geography, history) (KP/JL/SLs) | <p>Teachers will have a clearer understanding of how Direct Instruction applies to the teaching of foundation subjects and planning will reflect this.</p> <p>Teachers will have a range of pedagogical approaches to select from when adapting Compass planning.</p> <p>Appropriate pedagogical approaches across foundation subjects will ensure children have a greater understanding of subject content.</p> |
| <p>To ensure all subjects are effectively promoted and equally visible across the school</p> | <ol style="list-style-type: none"> 1. Allocate SLT member to support subject leaders (HB) 2. Plan in Subject Leader meetings per term (NN) 3. Share well planned and evaluated Subject Leader Action Plan (NN) 4. PDC targets for subject leaders to include a focus on promotion of their subject (key activities such as curriculum day, home learning projects, competitions etc.)and pedagogical approaches (SLT) 5. Build in termly SLT meeting time to meet | | <ol style="list-style-type: none"> 1. Plan in Subject Leader meetings per term (JL) 2. Build in termly SLT meeting time to meet with subject leaders (KC) 3. Subject leaders to prepare for subject display (SLs) | | <ol style="list-style-type: none"> 1. Plan in Subject Leader meetings per term (JL) 2. Build in termly SLT meeting time to meet with subject leaders (KC) 3. Subject leaders to produce subject displays (SLs) | <p>Action plans for all subjects will be well planned and effectively evaluated throughout the year.</p> <p>Subject leaders will feel well supported in promoting their subject and delivering effective professional development for all staff.</p> |

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| | <p>with subject leaders (HB)</p> <p>6. Subject display boards to be identified and guidance produced for subject displays. (NN/JL)</p> <p>7. Create a document identifying the range of skills and expertise amongst staff in the school. (NN)</p> | | | | | |
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