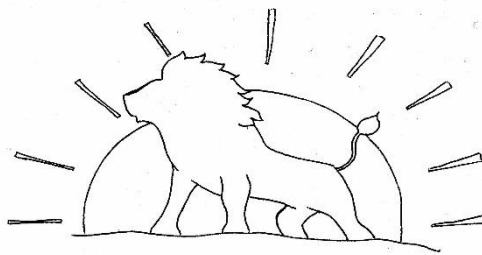
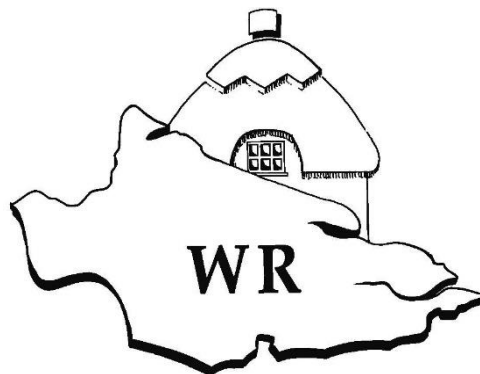


Non-Core Curriculum Policy

Northwick Park MAT



Northwick Park Primary and Nursery
We Take Pride



Approved by: LGSs

Date: June 2021

Last Review: September 24

Next Review Date: September 2027

Aims

At Northwick Park Multi-Academy Trust we aim to provide all students with opportunities to engage with learning that ensure educational success for every child, regardless of their demographics and starting points. We have high aspirations for all pupils and actively work to remove barriers to enable pupils to have the broadest possible horizons.

Intent

We intend to provide pupils with a broad and balanced curriculum full of rich learning experiences resulting in high quality outcomes for all. We aim to foster a thirst for knowledge through providing exciting opportunities that will leave lasting memories in the years to come. We have deliberately shaped our curriculum in order to give children an understanding of the wider world beyond their doorstep.

Throughout their journey, pupils become confident, competent, independent learners who have developed resilience and can cope with the challenges ahead. Our vision is to ensure pupils understand British values and embrace diversity through providing an education which prepares each pupil with the tools and strategies to make a positive contribution to modern day Britain e.g. social media, health and relationships.

Implementation

At Northwick Park Trust, we offer a carefully structured thematic curriculum underpinned by the thorough development of basic skills. We believe that children learn best when content of lessons is exciting and has relevant context and purpose. Topics in each year group build on previously learned skills, ensuring links are made between areas of learning and that knowledge and skills develop progressively over time across the curriculum. Our thematic curriculum is structured around 'memorable moments' which act as a hook for learning and spark interest and excitement. We ensure we provide a range of trips and visitors throughout the year to develop pupils' cultural literacy

Children are taught in ability sets in English, reading and mathematics. This allows us to tailor teaching in these core subjects to children's starting points and ensure that all pupils get the support they need to progress and achieve. These groups work flexibly; children are moved between groups when on-going assessment information supports this. Teachers adapt work within their sets, ensuring less able children are well supported and the more-able are challenged. How sets operate at our school depends on the needs of each cohort e.g. some years there may be parallel sets. These decisions are made by SLT based on the needs and abilities of different cohorts. We fit our actions to the needs of the children each year to ensure optimal outcomes. In other curriculum areas, children work in their class groups which are mixed ability. Teachers continue to adapt work to provide support and challenge. High standards in English and maths are expected in all areas of the curriculum.

Timetables at NPT are structured to ensure time is used effectively.

English, mathematics and reading sessions take place each day. Other curriculum areas are taught through the week and are often taught in 'blocks' so children have the time to study themes in depth.

Our thematic curriculum has been carefully redesigned to ensure compliance with EYFS and the National Curriculum. The content for each subject is carefully mapped out in our 'Subject Overviews'; these show the knowledge, skills and vocabulary that pupils will acquire each year. Alongside these overviews sit our 'Progression Ladders' which support assessment decisions and aid planning and lesson adaptations.

Structuring our curriculum and school day experience for pupils this way allows us to be very clear about the teaching and learning needs of each child. Every child is carefully considered as an individual. Our curriculum is reviewed each year by year group leaders and changes are made as necessary. Pupils (e.g. through School Council and pupil voice questionnaires/interviews) have input into these curriculum reviews and suggested adaptations are taken on board. Governors with responsibility for a given subject are also consulted. Subject leaders take an active role in monitoring changes to ensure high quality, interesting provision.

All children have the right to quality first teaching. Any children with identified SEND, LAC or pupils in receipt of Pupil Premium funding may have support and opportunities individually tailored to meet their needs. Higher attainers are also supported within the class through appropriate challenge and sometimes through other activities where this is appropriate e.g. liaison with local secondary schools, 'Challenge Days', extra input from the specialist subject leader or signposting parents to extra-curricular clubs either at school or in the community.

Throughout the Trust, there is a very high emphasis on developing wellbeing, resilience and approaching life with a growth mindset. These values underpin everything we do. Our broad curriculum ensures children take part in activities that support them in becoming healthy and fulfilled individuals e.g. taking part in a range of sporting activities; becoming more aware of the environment through Forest Schools and developing empathy and tolerance through the RE and PSHE curriculum.

Impact

We have rigorous structures in place to ensure pupils' progress is optimised. All children are tracked through regular assessment cycles; these allow us to review progress individually and then make adjustments to provision that may be needed. Each child has a Provision Map which sets out what is in place for them, completed three times per year.

While termly assessments are used to give a 'snapshot' of outcomes, teachers use assessment opportunities every day to inform planning and refine teaching.

Assessment data is scrutinised by SLT and subject leaders. A series of Pupil Progress meetings take place following each assessment round. During these meetings, the progress of individuals and groups is examined. The focus of Pupil Progress meetings is aligned to the School Improvement Plan. Where there are concerns that progress is stalling, pupils may be put on a different educational pathway or teachers may be supported e.g. by the SENCo. These Pupil Progress meetings ensure accountability is shared, learning gaps are closed and there are appropriate outcomes for all. It also gives staff the opportunity to discuss other issues that may be occurring and what is working well.

Further moderations activities also take place to check the impact of our actions. Book scrutinies take place regularly to check for evidence of discussions in Pupil Progress meetings, or that development points from the SIP are translated into classroom practice. Book scrutinies take place with teams of staff working together so that all staff take responsibility for progress and there is a collective understanding of desired outcomes. Lesson observations are regularly conducted and ensure high quality teaching, consistent teaching is being delivered across the trust.

Non-core subject leaders monitor their curriculum subject, check accuracy of assessment and provide specialist support for colleagues.

Where children have missed a significant amount of learning time e.g. because of ill health, subject leaders put sessions in place to cover core skills/learning. This ensures that children can keep up with learning and are ready for the next stage of the subject.

SLT keeps oversight of monitoring the impact of the curriculum and will compare data with outcomes from previous years and national benchmarks.

We believe that parents should have a clear idea of the impact of our work on their children's education. Parents are given clearly explained termly assessment information which encompasses both academic achievements and attitudes to learning. Detailed reports are sent home in the spring term. Parents of children with SEND receive additional information and face to face discussion with a SENCo.

Pupil voice is very important to us when monitoring the effectiveness of provision. Children are regularly consulted about changes and 'check-ins' occur through pupil questionnaires (recently well-being and books children would like in the library) and through vehicles like the School Council.

We aim to include all school stakeholders in helping us to gauge our curriculum impact. We hold updates and check-ins with governors, regularly take advice from the LEA e.g. through

School Review activities and work alongside other schools and teacher training providers to develop our learning and have impact beyond the MAT.

The following information gives some examples of how provision in non-core subjects has been designed to meet the needs of our pupils:

Art and Design at Northwick Park Academy Trust

Intent:

Art teaching at Northwick Park Academy Trust instils an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

The aims of teaching art and design in our schools are:

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Our curriculum:

Art and design teaching is outlined in our carefully developed Progression Ladder which children progress through during their school career, building skills and knowledge incrementally. The subject-specific vocabulary children will also acquire is also set out within these documents. The requirements of the EYFS and National Curriculum are followed. The following examples show how we have tailored our art and design curriculum to match the needs of our pupils and support cross-curricular learning:

- In EYFS, children begin to use range of craft materials to express themselves. They explore what happens when they mix colours and use developing drawing skills to make representations of the world around them, including extensively using the outdoor classroom areas.
- In Year 2, children explore texture through collage creations, experimenting with crumpling, tearing and folding different materials, whilst developing their precision and control. Through their topics on London and Australia, they develop their understanding and appreciation of art of different cultures and times. The children learn different painting techniques, influenced by the works of Banksy and Aboriginal art. They use our outdoor spaces to create work inspired by Andy Goldsworthy, utilising a range of natural materials to create temporary art.
- In Year 4, children focus on improving their drawing skills; to include experimenting with and using different grades of pencil to create different shading techniques. Observational drawings of fruit, inspired by the work of Cezanne, further improves drawing skills. These 2D observations are then represented through 3D art, using recycled materials to make the drawings they have explored come to life. Henry Rousseau's art is a starter for layering original inspired pieces of art using collage and paint. Portraits are explored as part of the Brazil topic, inspired by the Brazilian artist, Patricia Brasil.

Design and Technology at Northwick Park Academy Trust

Intent:

At Northwick Park Academy Trust design and technology should be fully inclusive to every child. Our aims are to foster and encourage a love of learning through a broad, balanced and varied curriculum. We aim to fulfil the requirements of the National Curriculum for design and technology, ensuring the progressive development of skills and knowledge. We aim for our learners to learn how to take risks, become resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world, to participate successfully in an increasingly technological world using the language of design and technology.

The aims of teaching design and technology in our schools are:

- To develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
- Enable children to talk about how things work and to develop their technical knowledge.
- Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users.
- Encourage children to select appropriate tools, techniques and materials when making a product, whilst following safe procedures.
- Develop an understanding of technological processes and products, their manufacture and their contribution to society.
- Foster enjoyment, satisfaction and purpose in designing and making things.
- Critique, evaluate and test their ideas and products, and the work of others.
- To build on previous knowledge and evaluations to overcome or bypass issues in design.
- Understand and apply the principles of nutrition and to learn how to cook.
- Understand how key events and individuals in design and technology have helped shape the world.

Our curriculum:

Design and technology teaching is outlined in our carefully developed Curriculum Map which children progress through during their school career, building skills and knowledge incrementally. The subject-specific vocabulary children will also acquire is also set out within these documents. The requirements of the EYFS and National Curriculum are followed. The following examples show how we have tailored our design and technology curriculum to match the needs of our pupils and support cross-curricular learning.

- In Reception, the children learn about nutrition in their topic of Healthy Living and the Body. The children use their knowledge of healthy foods and unhealthy foods to create a healthy plate.
- In Year 2, as part of their Lost in London topic, children select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) on Big Box Day. Year 2 build structures, exploring how they can be made stronger, stiffer and more stable, and collaborate to create their giant model of London.
- In Year 3, the topic of toys gives the children the opportunity to work to an exciting brief. They read profiles of children around the world and are tasked with creating an ideal toy for each child. The children use critical thinking and evaluation of their own toys to decide on the size, shape and suitability of toys for children around the world. They become resourceful and innovative when building their prototypes using recycled materials.

Foreign Languages at Northwick Park Academy Trust

Intent

At Northwick Park, the intent of our French curriculum is to equip pupils with the knowledge and skills to use the language in real life situations. Our aims are to fulfil the requirements of the National Curriculum for FL, offering a broad curriculum whilst fostering pupils' curiosity and empathy with people from across the world and celebrate diversity within our predominantly white, non-EAL student body. By achieving these goals, we hope to not only teach our students a new language but also to help them become more open-minded, culturally aware, and empathetic individuals who value diversity in all its forms.

Implementation – Our Curriculum

All classes from Year 1 to Year 6 will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources, tailored to our school's needs. This will progressively develop pupils' skills in French through regularly taught and well-planned weekly lessons: in KS2, lessons will be taught by the subject leader; in KS1 and where the subject leader is not available, French will be taught by the class teacher.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills (speaking, listening, reading and writing) and grammatical knowledge organised around age-appropriate topics and themes building blocks of language into more complex, fluent and authentic language. Grammar is integrated and taught discreetly throughout all appropriate units.

The planning of different levels of challenge and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to or removed from the scheme.

Impact

Children will have covered the aspects of language learning as set out in the National Curriculum for Foreign Languages. They will have developed a recall of relevant vocabulary, and formulate simple phrases and become engaged in simple conversational French, ask questions, and will be able to read and write sentences and phrases relating to a range of topics. They will be confident in moving onto KS3 to further develop their language skills in French and other FLs. They will have become resilient language learners and will not be afraid to "have a go" both in terms of pronunciation, trying out phrases and sentences and producing written tasks. We measure impact through lesson observations, self-reflection and work monitoring as well as pupil voice and dialogue with the SLT.

Geography at Northwick Park Academy Trust.

Intent:

Geography teaching at Northwick Park Academy Trust is fully inclusive for every child. We provide a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills and for the children to develop a love of geography and the world around them. We aim to inspire all children to develop a curiosity and fascination about the world and the people that live in it for the rest of their lives. Teaching should equip children with knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The aims of teaching geography in our schools are:

- To inspire pupils' curiosity to discover more about the world.
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To allow children to develop the skills they need to interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- To help children understand how the human and physical features of a place can change over time.
- To provide opportunities to study mathematics, English and science across the curriculum through geography lessons.

Our Curriculum:

Geography teaching is outlined in our carefully developed curriculum map which children progress through during their school career, building skills and knowledge incrementally. The subject –specific vocabulary children will also acquire is also set out within these documents. The requirements of the EYFS and National Curriculum are followed. The following examples show how we have tailored our geography curriculum to match the needs of our pupils and support cross-curricular learning:

- In EYFS the children are encouraged to investigate their surroundings and make observations about the natural world. They are taught to observe the seasons and that changes occur to the natural world. Children are taught about their immediate

locality and that they live on an island and are surrounded by water. They are taught to use the correct vocabulary to describe aspects of their local environment. Children have access to maps, globes and are encouraged to use them during their own learning time. Children are encouraged to create their own maps and are introduced to positional language and are encouraged to follow and give instructions.

- In Year 2 the children cover the topic of Australia. This allows them to learn about a different island and make comparisons about location, human and physical features. Children learn about the continents and oceans through learning about the location of Australia and comparing it to the UK and Canvey Island. This allows children to compare their local area with the other side of the world and lets them develop their curiosity about the world around them.
- In Year 4 the children learn about Brazil and The Amazon Rainforest. This allows them to learn about the features of the different layers of the rainforest and learn and use the key vocabulary. There is lots of cross-curricular learning with children writing non chronological reports on the Amazon River and the animals located in the rainforest. This allows the children to develop their understanding of a different continent and location and to further develop their curiosity about the world around them.

History at Northwick Park Academy Trust

Intent:

The history curriculum at Northwick Park Academy Trust encourages a fascination and curiosity about the past which hopefully remains with the children throughout their lives. Throughout the history curriculum we aim to inspire the children through imaginative methods that brings history to life in the classroom and helps the children develop a love for the subject. The history curriculum at Northwick Park aims to meet all expectations of the National Curriculum and ensures a progression of historical concepts, knowledge and skills which can be accessed by all pupils. History at Northwick Park promotes a good understanding of the past in Britain and the wider world, which allows the children to understand how we live today with a knowledge of where we came from.

The aims of teaching History in our schools are:

- To inspire children to develop a curiosity about the past through an engaging curriculum.

- To develop the skills of investigation, analysis, evaluation, debate, interpretation and problem solving.
- To develop a good understanding of significant events in British history.
- To gain an understanding of British Values through exploring the way Britain has developed.
- To have knowledge and understanding of key historical events in the wider world through effective topic teaching.
- To develop a sense of chronology.
- To produce work that showcases understanding and knowledge about the past.

Our curriculum:

History teaching is outlined in our carefully developed Curriculum Map which children progress through during their school career, building skills and knowledge incrementally. The subject-specific vocabulary children will also acquire is also set out within these documents. The requirements of the EYFS and National Curriculum are followed. The following examples show how we have tailored our History curriculum to match the needs of our pupils and support cross-curricular learning:

- In EYFS, Children begin to explore a history of their own lives. They start to think about things that they can do now which they could not do when they were a baby (walk, talk, write, etc.) The children compare baby photos to photos of themselves in school and talk about how they have changed over time. This enables the children to understand the concept of growth and changes which can then be applied to other aspects such as the seasons, toys, clothes and many more.
- In Year 2 the children start the year looking at London and all the things that make London special. They have a 'Big Box Day' where they create London out of boxes with the children creating the London Eye, Big Ben, Tower Bridge and many more landmarks. The following term they compare this to London in the past and learn about the Great Fire of London. This helps pupils to compare the same city in different time periods and allows an in-depth study of the events that led to the Great Fire of London. Through this topic, the children demonstrate good research and investigation skills which they can then use in other subjects such as English when they start to write a diary like Samuel Pepys.
- In Year 6 the children learn about World War 2 through creative and imaginative ways. The children will spend time learning about the evacuated children and they will research examples and look at sources that explain how life was after being evacuated. Year 6 will then spend a day in school dressed as war-era clothing and will spend a day living like the evacuees. This allows them to fully experience the

history of the evacuated children. It is a topic that many children are passionate about as they are the same age as the children so they relate to the event.

Music at Northwick Park Academy Trust

Intent:

At Northwick Park Academy Trust, we aim to provide all pupils with rich and engaging musical learning that allows them to progress to the next stage of musical excellence. It is therefore our responsibility to provide an enjoyable, progressive and challenging music education programme for all children, allowing them to find their musical voice. Music is also a vehicle to understand the wider world and to develop cultural capital in the world of our young learners.

“Music is a universal language and every pupil should have the opportunity to become fluent. A high-quality music education should provide all pupils with the opportunity to sing and learn a musical instrument. Pupils should leave school with an appreciation of how music is composed and performed, allowing them to listen with discrimination and judgement to the best in the musical canon.”

(National Curriculum)

The aims of teaching music in our schools are to:

- Ensure that every child receives and enjoys the music education they are entitled to.
- Promote music to both pupils and parents as an essential aspect of life, the curriculum and the wider world.
- Promote the place that music plays in good mental health and wellbeing.
- Develop the fundamental musical skills of performing, composing and listening and appraising, through interesting and varied activities.
- Develop an awareness and respect for music from different periods of time and other cultures.
- Develop musical self-esteem in all pupils, through positive reinforcement of achievements and abilities.
- Enable children to work collaboratively and as individuals, developing social skills and respect for one another.
- Provide opportunities for all children to sing and learn an instrument as a class.
- Provide opportunities to use music technology.
- Provide opportunities for individual music tuition by peripatetic teachers.
- Give all children varied and progressive performance opportunities and experiences.

Our curriculum:

Music teaching is outlined in our carefully developed Curriculum Map which children progress through during their school career, building skills and knowledge incrementally.

The subject-specific vocabulary children will acquire is also set out within these documents. The requirements of the EYFS and National Curriculum are followed. The following examples show how we have tailored our music curriculum to match the needs of our pupils and support cross-curricular learning:

- In EYFS, music is taught through singing and musical play with children. Children are able to explore sounds both in taught music sessions and through free play activities, allowing them to practise and develop self-regulation.
- In KS1, music is explored through singing and playing tuned and untuned percussion instruments allowing pupils to listen, sing, compose and explore music in a wide variety of styles.
- In KS2, music is taught through a programme of singing and instrumental learning. All pupils begin to learn the recorder in year 3 and progress to clarinet, flute or saxophone in year 5. Pupils use topic-based music to explore composition activities using their instrumental skills.

This policy sits alongside the following Core Curriculum Policies:

English Policy
Mathematics Policy
Science Policy
Computing Policy
PSHE
RSE Policy
RE Policy
PE Policy