



**QUEST**  
**PRIMARY**

LEARNING CHANGES LIVES

## **Curriculum Policy**

**Approved by  
Local Governing Body**

**January 2023**

**To be reviewed**

**Spring 2024**

## Curriculum Values and Vision

### Whole-School Vision:

At Quest Primary School, we work collaboratively with The Collegiate Trust schools to deliver the shared vision of an ‘**exceptional education for all.**’ We passionately believe that ‘**Learning Changes Lives**’ and are determined that through our school values of **excellence, responsibility and aspiration**, all children will develop to their full potential during their time at Quest Primary.

### Curriculum Intent

At Quest Primary School, we recognise that for our pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Analysis and discussion about our pupils’ backgrounds, life experiences and culture has helped us to design a curriculum which places our school values at the heart of our curriculum.

### The Quest Primary Values, as realised through our Curriculum

#### Excellence:

Our curriculum is designed to promote excellence in all that we do and learn. Our high expectations of what every child can achieve, ensure that children are given opportunities throughout the planned curriculum, to achieve excellence in their subject knowledge and skills, so that they are ready to move on to the next stage of their learning. Excellence is valued, promoted and celebrated every day at Quest Primary and can be seen in our learning, behaviours and attitudes to all we do.

#### Responsibility:

Our curriculum promotes children developing as responsible learners, taking responsibility for their own learning through their behaviour and actions, as well as supporting the learning of others. Subject curriculums promote how to take responsibility for our physical and mental health, as well as online safety and support our children to be well-rounded individuals and a school community, who understand the impact their words and actions have on others, and their own futures.

#### Aspiration:

Our curriculum is aspirational for all our children, including those with SEND and from disadvantaged backgrounds. It is our intent that all children leave Quest Primary well-prepared for the next stage in their academic careers and with the knowledge and skills required to ensure they can partake successfully in the world around them. Our curriculum supports them to become confident, respectful and well-informed young citizens who believe they can achieve their dreams.

These values are included in all of our subject curriculum statements as below:

The Quest Primary Values, as realised through our Curriculum		
Excellence	Responsibility	Aspiration
Our curriculum is designed to promote excellence in all that we do and learn. Our high expectations of what every child can achieve, ensure that children are given opportunities throughout the planned curriculum, to achieve excellence in their subject knowledge and skills, so that they are ready to move on to the next stage of their learning. Excellence is valued, promoted and celebrated every day at Quest Primary and can be seen in our learning, behaviours and attitudes to all we do.	Our curriculum promotes children developing as responsible learners, taking responsibility for their own learning through their behaviour and actions, as well as supporting the learning of others. Subject curriculums promote how to take responsibility for our physical and mental health, as well as online safety and support our children to be well-rounded individuals and a school community, who understand the impact their words and actions have on others, and their own futures.	Our curriculum is aspirational for all our children, including those with SEND and from disadvantaged backgrounds. It is our intent that all children leave Quest Primary well-prepared for the next stage in their academic careers and with the knowledge and skills required to ensure they can partake successfully in the world around them. Our curriculum supports them to become confident, respectful and well-informed young citizens who believe they can achieve their dreams.

## Curriculum Implementation

### Early Years Foundation Stage

In Reception and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2021 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are: Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The Early Years Foundation Stage (EYFS) curriculum is taught to the Nursery and Reception class, as well as pupils within the Enhanced Learning Provision. Learning episodes are planned through our topics, the pupils' interests, environmental factors, mini themes, events and from observations recorded. The Cornerstones Maestro curriculum is also used to deliver the EYFS curriculum. Each area of learning and development is implemented through planned, purposeful play within the indoor and outdoor environment and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. At Quest Primary School we support the pupils in using the three characteristics of effective teaching and learning. They are introduced to the pupils in a child-friendly way through Learning Detective characters such as Curious Cat and Imaginative Unicorn.

## **Key Stage One and Two**

Our curriculum is developed to ensure cultural capital and oracy is interwoven through each subject area. We have taken a bespoke curriculum approach. This follows guidance set out by the DfE in the National Curriculum 2014.

Our curriculum design is skills and knowledge based and pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. The curriculum promotes aspects of spiritual, moral, social and cultural (SMSC) and fundamental British values (FBV). As a school, we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; this then helps to prepare our pupils for life in modern day Britain.

## **Curriculum Composition**

Quest Primary School documentation relating to each subject area gives further details about specific subject's vision, intent and implementation. These can be found on the school website and include a Curriculum Statement and Curriculum Overview, as well as an introduction to the subject at Quest Primary, and/or knowledge organisers and a subject roadmap.

## **English**

English is taught daily with groups taking part in feedforward sessions prior to the main input. All year groups, including the EYFS, use linked texts to teach English. Through the ERIC reading approach, starting from the EYFS, pupils build skills to explain, retrieve, interpret and make choices. The linked texts also provide good opportunities for writing within a variety of genre. The curriculum allows teachers to plan for cross-curricular writing; high standards of English are expected within all curriculum areas.

All classes have a discrete weekly spelling, punctuation and grammar lesson which focuses on developing a grammar skill linked to the National Curriculum. Spellings are set weekly and from Year 1 onwards, they are linked to a spelling pattern or rule. Children are set spellings to learn at home from Spelling Shed. They are then tested weekly and words are reinforced on a daily basis. Handwriting sessions are taught in KS1 classes and as intervention groups when necessary, in KS2.

Phonics is taught daily in EYFS and KS1, and where appropriate in KS2. The Read Write Inc (RWI) programme is used and gets children off to a great start with their reading and writing. It is a method of learning based on letter sounds. This is alongside two weekly reading fluency sessions in each year group from Year 2. From Year One, reading is taught through whole class guided reading, which is linked to writing. From whole class reading the children are exposed through discussion to deeper thinking about the text and understanding what they have read. When pupils finish the RWI programme, they then move onto Accelerated Reader. This aims to foster independent reading. The internet-based software assesses reading age and guides to books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. Our pupils are encouraged to read for pleasure and to read widely. Parents are given clear expectations about reading at home. Class teachers, Learning Coachess and volunteer readers hear individual readers across the school.

## **Maths**

Maths is timetabled daily for every class throughout the school. We are committed to a corrective approach where everyone accesses the same learning to enhance their mathematical experience at Quest Primary ensuring no

child is left behind. Maths is planned using the White Rose Scheme of Learning alongside the Trust Maths Framework which runs in conjunction with the National Curriculum.

Teachers plan their lessons weekly which ensures any children who have not grasped a key concept are able to access pre-teach sessions to secure their skills before moving on in class. Children are given regular practice throughout the school day to develop their fluency skills such as times tables and number bonds, through Flashback 4 and Number of the Day.

Lessons incorporate concrete, pictorial and abstract methods which allow every pupil to develop a deep understanding of each key concept. Well planned lessons allow pupils to explore the concepts in real life situations thus helping pupils to apply these skills. Children are assessed following each block of learning and objectives are revisited throughout the year. A termly maths assessment takes place 3 times a year for years 1 – 6. Children in years 2 and 6 use practice SATS papers before completing their SATS in May. Children in Year 4 also take part in the Multiplication Tables Check (MTC) in June.

## Science

Science is predominantly taught through the Developing Experts scheme. Science is taught weekly, with the scientific areas increasing pupils' knowledge and understanding of our world, and with developing skills associated with science as a process of enquiry. Scientific learning experiences hook the children's interest, enabling them to develop a sense of excitement and curiosity about natural phenomena. They are encouraged to ask questions about the world around them and work scientifically to further their conceptual understanding and scientific knowledge. Pupils are immersed in key scientific vocabulary, linked to scientific concepts, which supports in the acquisition of scientific knowledge and understanding.

In line with the National Curriculum, our lessons aim to: develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics; develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them; and be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

## Computing

Computing is mainly taught through the Teach Computing programme. The Computing **curriculum coverage** is organised so that children encounter each of the ten strands from the NCCE taxonomy from Year 1 – 6 under the following unit headings: Computing Systems and Networks; Creating Media; Programming; & Data and Information and are able to revisit, build on and extend their previous learning and skills. Pupils will use technology safely and identify where to go for help and support when they have concerns. At the beginning of each term, the teachers remind the pupils about keeping safe on the internet. The Computing subject leader also holds a whole school assembly at least once a year on online safety.

## History

History is taught through a bespoke curriculum developing children's knowledge of historical concepts and themes. History is taught as a Learning Journey across a number of weeks, and children have the opportunity to be curious, ask questions, engage with sources and draw their own conclusions and judgements based on their understanding and subsequent interpretation. By the time they leave Quest Primary for secondary school, our children have a strong knowledge and understanding of people and cultures, events and eras, from a range of historical periods and are able to make connections and comparisons between them. Children learn about key historical figures within their units of work and their importance or impact upon society at the time. Our knowledge organisers support the teaching sequences in classrooms. Learning in history is discrete, but children are encouraged to transfer their knowledge into their wider work, for example using their understanding of The Blitz in World War 2, to inform their writing in English.

We follow the National Curriculum Programme of Study for history at KS1 and KS2. The history curriculum is organised so that children study an aspect of British history (chronologically) in the autumn term of each year group, from Year 3 upwards, to ensure they can make connections and comparisons with historical periods that have already been studied. This also supports their understanding of chronology. In either the spring or summer term, each junior class then learns about an ancient civilisation or historical period (also chronologically), developing knowledge of concurrent civilisations and eras from around the world.

We use the historical second-order concepts (taught throughout the history curriculum) of cause; consequence; change and continuity; similarity and difference; historical significance; sources and evidence; and historical interpretations, to incrementally build children's knowledge and develop children's understanding of these concepts across time. Further to this we have identified some of the key concepts in history that we believe will further enhance children's understanding and enjoyment of history. These are: invasion; law and order; settlements; conflict; progress and change; historical figures and religion and beliefs. Where these concepts arise in a teaching unit, children are encouraged to retrieve knowledge they have previously learned, to gradually build their understanding and be able to apply in different contexts, reason and make connections, strengthening their long-term memory.

## **Geography**

At Quest Primary, we want our children to understand the world around them, to have a thirst for knowledge about what makes places unique and how, as responsible citizens, they can play their part in protecting the world for future generations. Geography is taught as a Learning journey across a number of weeks and children have the opportunity to discover some of the physical and human features that give a place its unique identity, how places and people are interconnected and the impact that decisions at local, national, international and global level can have on places around the world. Understanding geography ensures our children become tolerant and knowledgeable citizens of the future, who embrace diversity and understand their role in shaping how the future looks.

Children learn about the importance of fieldwork, how to conduct it effectively and develop their fluency of applying procedural skills such as map reading, collecting and interpreting data and using compass directions. They learn the fundamental processes of how physical features are formed, such as rivers and volcanoes, and are then supported to consider and evaluate how these impact on the life of different people in different ways, from socio-economic perspectives. Knowledge Organisers support the teaching sequences in classrooms. Learning in geography is discrete but children are encouraged to make links to their wider curriculum work, for example relating how their work on settlement along the river Ganges deepens their understanding of its religious significance for Hindus, learnt in RE.

We follow the National Curriculum Programme of Study for geography at KS1 and KS2. The organising concepts of geography are used to form the basis of our curriculum content: space, place, scale, interdependence, physical and human processes, environmental impact and sustainability and cultural awareness and diversity. These permeate throughout. The geography curriculum is organised as a tapestry curriculum model – being made up of many threads that weave together to reveal the big picture. These threads are encountered throughout each key stage. For example, 'rivers' is encountered in Y2, 3, 5 & 6 – each time it is encountered the children add more to their understanding of rivers, building their existing schema and helping make new links and connections in their memory. The content about rivers is sequenced to build on what has already been learned before, and the children will often encounter the new learning in relation to a new place, allowing opportunity for them to apply their previous understanding of rivers in a different context.

Our Geography curriculum is organised through studies of place. Children encounter at least two different places per year and places are selected for the richness of their geographical content. Places for study are selected carefully, to ensure they take pupils beyond the limits of their personal experience (diversity, local area environment and backgrounds); represent each continent of the world; are culturally diverse; and will have the greatest power in helping pupils make sense of the natural and social worlds. This contributes to children's personal development by broadening their understanding and experiences of different places and cultures; fostering a fascination about the world around them; giving opportunities for responsible reflection about moral and ethical issues in geography as informed citizens; and by appreciating and valuing the things we share in common across cultural, religious, ethnic and socio-economic communities.

## **Music**

Music is usually taught as a stand-alone subject using The Collegiate Trust and Charanga Music Scheme. Specialist music teachers from Quest Academy teach a 30 minute music lesson weekly to Year 1 – Year 6 and deliver Singing Assemblies weekly to EYFS/KS1 and KS2.

In Key Stage 1, the pupils learn to use their voices expressively and creatively and are given as opportunity to play tuned and untuned instruments. They listen to a range of high-quality live and recorded music and make sounds using music. In Key Stage 2, the pupils learn to play and perform, using their voices and musical instruments. They learn to compose music and use staff and musical notes. They develop an understanding of the history of music. In Key Stage 2, the pupils are taught weekly by a specialist music teacher.

The school also uses Sing up which has a very large bank of songs, offering ideas of how to teach songs as well as offering echo tracks to allow the teaching of the songs to be accessible. Assemblies provide an opportunity for the pupils to learn new songs as well as practising singing for special occasions such as carol services and school productions. A peripatetic teacher offers flute, cello and violin lessons to children who wish to learn an instrument and RockSteady tuition gives children the opportunity to learn an instrument (either voice, keyboard, drums or electric guitar) in a band.

### **Physical Education**

PE is taught to all classes, with lessons held both inside and outside. Teachers teach lessons through REAL PE and using the 'PE Hub.' The lessons focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Dance is taught within the PE curriculum. During the year, all children take part in intra-school competitions representing their house. Selected children from Years 1 – 6 represent our school in the Croydon Cross Country Championships in the autumn term. Children undertake swimming lessons at a local pool in Y3 and Y4. This promotes the expectation that all pupils will be able to swim 25 metres by the end of Key Stage 2.

After school PE provision is made for all year groups in Key Stage 2. Football clubs are offered to both boys and girls in Key Stage 2, led by staff or by SAS Academy. The football teams play matches and tournaments against other Croydon schools. Athletics lessons are delivered in the summer term and selected pupils represent the school at the Croydon Primary Schools Athletics Championships. Sports events take place within the Collegiate Trust, where pupils compete against other local schools. SAS Academy provide an extra-curricular sports club once a week.

### **Art and Design**

Art and Design is taught through a bespoke curriculum as well as discrete lessons when necessary. Teachers use the Art and Design essential skills overview to ensure it is pitched at an appropriate level, providing challenge and the acquisition of skills. The aspects include use of sketch books, developing ideas, selection, drawing, painting, 3D, printmaking, collage, photography, colour, pattern, line and tone, form, evaluating and appreciating. In Key Stage 1, the pupils find out about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. In Key Stage 2, the pupils also learn about architects and designers in history. Cultural capital is incorporated through introducing the pupils to local designers and artists.

### **Design and Technology**

Design & Technology is taught through a bespoke curriculum as well as discrete lessons when necessary. Pupils are taught to design, make, evaluate and to use technical knowledge as well as cooking and nutrition. The D&T lessons encourage the designing and making of products to solve real and relevant problems. The pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Cooking lessons teach the principles of nutrition and pupils learn how to prepare and make a wide variety of simple recipes. They also learn to understand where food comes from and how it is grown. Cultural capital is incorporated through introducing the pupils to local designers and architects.

### **Modern Foreign Languages**

Quest Primary uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.

The four key language learning skills – listening, speaking, reading and writing are all taught, and all necessary grammar is covered in an age-appropriate way across KS2. This enables pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning becoming life-long language learners and also helping children improve overall attainment in other subject areas.

We aim for all pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.

All classes will be taught the curriculum using the Language Angels scheme of work and resources. This progressively develops pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes, building blocks of language into more complex, fluent and authentic language. Lessons offering appropriate levels of challenge and stretch are taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for Spanish. Children learn about Spain, it's wider context and some of the notable things Spain is recognised for internationally such as its food, arts and landmarks.

Early Language units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.

### **Personal, Social and Health Education and Relationships, Sex and Health Education**

At Quest Primary we aim for our PSHE and RSHE curriculum to ensure that children are well supported and equipped to further all aspects of their personal development.

We meet the National Curriculum Programme of Study for PSHE & RSE at KS1 and KS2, (covering all statutory requirements), by following the Jigsaw Scheme of Work. The six 'puzzles' – Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me – are taught each half term, with all children across the school studying this broader theme at the same time. This allows for the specific outcomes to be taught and revisited progressively, building on what has gone before so children can revisit, secure and deepen their existing understanding. Assemblies are used to support learning in each strand, by focusing on the key themes and how they can be applied or reflected on in a whole-school context.

PSHE/RSHE is taught on a weekly basis, ensuring that teachers are able to both deliver the curriculum content and be responsive to the needs of their class/individuals, tailoring the teaching within the wider framework to address any need. Our ELP children follow the PSHE Association Education Planning Framework for Pupils with SEND, which has six topic areas (Self-Awareness; Self-Care, Support and Safety; Managing Feelings; Changing and Growing; Healthy Lifestyles; The World I Live In) where learning outcomes are progressive, from the first stage 'encountering' to the last stage 'enhancement' meaning teachers can adapt it to the unique needs and abilities of their pupils, if their development does not correspond to their chronological age.

Children's work, responses and ideas are captured in PSHE/RSHE floor-books, which provide a snapshot of the outcomes in each class and are updated regularly. Children are taught to respond sensitively and with compassion to their peers, when different issues are being discussed and are encouraged to become reflective and thoughtful learners. The personal development of each child is broadened through their access to high-quality PSHE teaching; opportunities beyond the academic curriculum, such as supporting the local community through fundraising and donations to food banks; learning from others including their peers, teachers and other invited visitors and relationships between home and school, which are nurtured and supported to ensure every child has the opportunity to achieve their best.

The focus of RSHE is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Some aspects are taught in Science, and others are taught as part of PSHE.

Parents are allowed to withdraw their child from an RSHE lesson with non-statutory objectives.

## **British Values and Spiritual, Moral, Social, Cultural Development (SMSC)**

In accordance with the Department for Education we aim to actively promote British values in school to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

Quest Primary School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. The British Values of Democracy; The Rule of Law; Individual Liberty; Mutual Respect and Tolerance of those of Different Faiths and Beliefs, as set out in the Prevent Strategy, are incorporated into many aspects of the school curriculum at Quest Primary, including through assemblies, visits, wider opportunities, discussion and literature.

SMSC is embedded within every curriculum subject at Quest Primary. Each subject discipline offers different ways for pupils to demonstrate and develop their spiritual, moral, social and cultural development, for example by understanding through geography lessons that environmental change will have an impact on their local community and appreciating the achievements of others, both contemporary and from the past, by exploring the work of great artists in art lessons.

### **Religious Education**

For the teaching of Religious Education, the expectation is that the curriculum provided 'promotes the spiritual, moral, cultural, social, mental, and physical development of pupils' and 'prepares pupils for the opportunities, responsibilities and experiences of adult life'. The school uses aspects from the Surrey Agreed Syllabus and the Croydon Agreed Syllabus for Religious Education, which is taught by class teachers during class time and during whole school acts of collective worship; this amounts to approximately one hour per week. The syllabus is introduced in EYFS and is progressive as the children move up the school. Parents may personally request that their child may be excused from Religious Education and/or attendance at collective worship through reasons of religious conscience. Teachers may also withdraw from teaching religious education or attending collective worship by reasons of their religious conscience.

The syllabus places greater emphasis on enquiry-based learning and there are many opportunities for pupils to pose questions and undertake research of their own. The six main world faiths are covered through the key stages: Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism. There is an expectation that each year group plans an educational visit related to the faith they are learning about.

### **Experiences and Enrichment**

Enrichment is offered through educational visits (including residential), sports clubs and competitions, Pupil Parliament, Junior Travel Ambassadors, visiting speakers/specialists and themed days and weeks that encompass all curriculum subjects during the school year. Events are organised between the schools within the SEP, where pupils visit other settings and have access to enrichment activities.

Educational visits are organised for each year group which are directly linked to the topics covered in the various subject schemes of work/programmes of study.

Organised enrichment weeks take place during the year. These weeks have a theme and are cross curricular. This gives teachers the opportunity to reinforce and develop specific essential skills in many areas of the curriculum as well as delivering discreet lessons in areas where gaps have been identified. The pupils are motivated and engaged during these weeks and prove to be a positive experience for all.

### **Oracy**

At Quest Primary School, oracy plays a prominent role in teaching and learning of our curriculum. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of vocabulary acquisition, reading and writing, and is key to progress in all subjects.



Oracy can be described as a combination of learning to talk and learning through talk. We believe that developing oracy throughout primary education provides our students with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations.

The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum. Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate.

Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language.

Some examples are:

- Partner talk
- Group discussion
- Collaborative work and problem solving
- Debate
- Role play
- Drama
- Presentations
- End of topic pupil voice review

There are opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through pupil voice groups, productions, assemblies, visiting speakers, topic events and participation in local events.

### Curriculum Impact

At Quest Primary School, the curriculum we provide is engaging, well thought out and planned to demonstrate progression for all pupils. The positive learning culture, which arises from our curriculum, along with the caring atmosphere allows all pupils to challenge themselves in a safe and nurturing environment. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- Teachers knowledge and skill to deliver the curriculum as planned, applying sound pedagogical practice and being able to accurately assess how well children are learning the taught content.
- Children talking with confidence about what they have learned, displaying good learning behaviours and being enthused by their learning, making links between subjects.
- A celebration of learning around the school in pupil's books, sketchbooks, art gallery, displays and on social media which demonstrates progression across the school.
- End of topic reviews through pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work. These could be in the form of a quiz, questionnaire, pupil voice discussion, presentation, event or collection of learning.
- Ready-to-Progress assessments in science, geography and history.

We have embedded a variety of ways to systematically assess what children have understood across all curriculum areas. Senior leaders, subject leaders and Trust leaders monitor subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas to develop. We do not confuse coverage with progress when assessing and regularly review our progression of skills document to ensure that learning is measured through careful analysis of the application of these skills across the curriculum.

### Monitoring and Evaluation

The Head of School and SLT will continuously monitor the effectiveness of the curriculum. Feedback from parent questionnaires, Pupil Parliament, and pupil progress data will be considered. Action points will be discussed and agreed with staff. The Head of School will include curriculum development in the Head of School's termly report to the Governing Board.