



Curriculum Policy

Aim

Our school curriculum is designed to provide a broad, balanced and relevant curriculum for OUR children.

At our schools we aim to provide an education which is:

- Inspiring and interesting - promoting a love of learning for its own sake
- Aspiring – enables the children to achieve the highest personal standards
- Creative – incorporating all learning styles and methods
- Relevant – is accessible to all our children in a meaningful way
- Broad – focuses on the education of the WHOLE person
- Inclusive of all learners

School and learning should be fun, children and staff should be happy, challenged and fulfilled. We believe that this can be achieved alongside rigour and raising standards.

Our first priority is reading. We unashamedly make this prominent throughout the curriculum. We know that if children become confident readers who are able to recognise and comprehend words, they are successfully equipped to access a broad curriculum. We aspire to ensure all our children develop fluency and confidence in reading as soon as they can.

Beyond reading, we are committed to a curriculum that is creative, imaginative and interesting; a curriculum which is sufficiently broad to engage the full range of pupils' intelligences by extending and deepening the range of experiences offered to them.

Our schools have always adhered to the philosophy that the curriculum should facilitate both excellence and enjoyment. We endeavour to establish a clear context for learning so that children understand how and why that learning is relevant and appropriate for them. Our curriculum meets statutory requirements and helps our pupils to develop essential knowledge, skills and understanding across all subject areas, including SMSC and British Values, so that they become effective lifelong learners and members of their community.

Planning

We work together to ensure that children in the Foundation Stage follow the statutory guidelines for EYFS. We have a planned phonics curriculum that develops children's understanding of early reading and ensures that they become confident in decoding and comprehending vocabulary. Both Key Stages receive their full entitlement to the statutory National Curriculum and the locally agreed syllabus for R.E. We also follow the STAR MAT agreed curriculum progression framework. We have a two-year rolling programme that ensures breadth and coverage of the full curriculum, and allows teachers to plan collaboratively. Subject Coordinators check for breadth and depth in individual subjects. Further checks are made throughout the year as teachers assess children's progress against age-related expectations for each subject.

Our Rolling Programme covers two years. It is a coherent and balanced plan which ensures progression and links between subjects. Staff teach the agreed body of knowledge to the children in their class, making adjustments where necessary to meet individual needs.

Medium Term plans provide the detailed learning objectives and activities for each subject. Expected learning outcomes are grounded in an understanding of achieving key knowledge, skills and understanding to enable children to progress with their learning.

Short Term plans are the teachers daily or weekly plans which are for their personal use. These cross reference to Medium Term Plans to ensure rigour, coverage, pace, progress and depth of learning.

Teachers use learning objectives and expectations for their year group in their own planning, and understand how to broaden and deepen learning experiences in order to ensure children make progress and achieve highly. Sometimes, objectives from other yeargroups will be used as a guide to meet the needs of individual learners.

We believe that, where possible, links should be made between subjects. The integrity and distinct features of individual subjects are retained but where subjects can be naturally taught together or alongside each other we plan to do so. This also supports the development of an extensive vocabulary. For example, much of our work in Art or Design Technology is linked to work in History or Geography. Spiritual, Moral, Social and Cultural education (SMSC) will be integrated into all our themes so that children develop necessary social skills, beliefs and values that enable them to become contributory members of society.

Subjects are not always taught weekly; a professional judgement is made whether the subject is taught in blocks of time or in regular lessons. We ensure that the curriculum is planned to cover pupils' entitlement to all the National Curriculum programmes of study during the course of a year and Key Stage, and teachers use time effectively to cover each subject matter in a manageable and meaningful way. We do not necessarily teach every subject each term, but will ensure that children receive their full entitlement during the course of a year and a Key Stage. We can achieve more depth of learning by working in this way, and linking subjects provides motivation and opportunity to apply the knowledge, skills and understanding gained in one subject area in another.

We encourage children to take an active role in planning the curriculum and plans can be changed and adapted to meet the interests and needs of the children.

The Curriculum: Planning for Excellence

All teachers plan at least 3 main topics each year. These have flexible timing, and mini topics may slot in.

In KS2 topics may have a specific focus:

Eg. Topic 1 – Historical Topic 2 – Geographical Topic 3 – Scientific

Included will be all other subjects although Maths, RE, MFL and PE may stand alone to a larger extent. Skills objectives are to be used for all subjects to ensure continuity and progression.

English skills are taught separately, but are also enhanced through cross-curricular working. For example, children may develop their writing skills through an extended piece of writing in geography to build upon the understanding developed during English lessons.

The first day of the theme will normally be a re-engagement day. This gives children an opportunity to settle back into school life, engaging with their classroom routines and environment to maximise the impact of their learning. This allows re-engagement both emotionally and academically.

Planning must be readily adaptable to meet the interests and needs of the children.

Each year in at least one of the topics there will be:

- Drama
- Enterprise
- Community – UK and global (including communication with another school)

- Sustainability
- Grow or make something and eat it
- Visit or visitor

In each topic teachers will include –

- A book
- Spiritual, social, moral and cultural development (SMSC and PSHCE)
- Problem solving/thinking
- Art, music, ICT, DT,
- Children's personal focus
- Deep learning

Time will be used flexibly to meet needs of children. This means that the length of topic and lesson can be trimmed or extended to meet learning needs of children. Teachers will consider:

- Time to think
- Time to practise
- Time to reflect
- Time to review/revise
- Time for deep learning
- Time to respond to feedback

The emphasis in planning must be on:

- ✓ Development of reading fluency and comprehension
- ✓ High expectations
- ✓ High standards and good progress for every child
- ✓ Opportunities to develop an extensive vocabulary
- ✓ Opportunities for 'deep learning'
- ✓ Opportunities for creativity
- ✓ Relevance
- ✓ Enjoyment!

Subjects:

English

When children start our school, they embark upon a planned curriculum of synthetic phonics that will give them the skills to decode words and build their comprehension skills. We believe that these are essential for future lifelong learning.

We teach the full programmes of study as described in the National Curriculum: Spoken Language; Reading; Writing; Spelling, vocabulary, grammar and punctuation.

Reading is an essential skill that features throughout all other subject areas. We plan for children to develop their reading skills through repetition and regular rehearsal so that their fluency and comprehension is secure.

The use of English across the curriculum is very important and is specifically planned for - linking the literacy objectives for the year group to the objectives of the other subject. Good quality writing, in particular, can be developed in all areas of the curriculum.

Speaking and Listening is an important element of our school curriculum and is developed through all subjects and we plan specifically to develop children's skills in this area.

Drama is taught within Literacy and alongside other subjects. The main drama focus for each class will be in the form of Class Assemblies and productions. A musical/drama production is performed twice a year: Foundation and KS1 at Christmas, KS2 in Summer. Some curriculum areas are very strongly represented at this time, particularly Drama, Dance, Music, Art and DT. PSHCE is also very strongly promoted as each child develops personal skills through this activity that they may not experience elsewhere. For some children it is their chance to shine on a stage for the first time.

Mathematics

Maths is planned through learning objectives that ensure pupils develop the necessary knowledge and skills to meet the expectation of their yeargroup. These objectives ensure that understanding across the whole maths curriculum is developed, and children have planned opportunities to develop and apply their understanding of all strands of the curriculum in a range of contexts.

Science

We teach Science broadly through the National Curriculum. Where possible, links are made to other subjects.

As well as ensuring pupils develop necessary knowledge of scientific concepts, vocabulary and enquiry, we ensure that there are opportunities to work scientifically.

Computing

Some aspects of computing are taught as a discrete subject. However, where possible, links will be made to learning in all subjects and this is apparent in medium term plans.

Design Technology

The programme of study for Design Technology is largely taught alongside other subjects. Children will have opportunities to investigate, design and make using a variety of equipment and resources. They will be taught to use tools appropriately and will have opportunities to develop their making skills in a variety of contexts. This will include preparing and making a range food, mainly savoury in nature.

Geography

In geography teachers plan using the National Curriculum programme of study and learning objectives appropriate for the age and ability of the children. They will have opportunities to enhance their knowledge of different places as well as the physical and human features that have influenced those places.

History

Teachers ensure that the required knowledge content of the National Curriculum for History is properly covered and that there is clear progression in the skills and historical understanding through the school. We recognise the importance of teaching chronology and teachers ensure that they demonstrate how taught topics fit into a chronological framework.

PE

Teachers may use a variety of schemes of work to teach the programme of study for PE to provide the framework for progression and learning objectives/outcomes. Planned activities are taught both indoors and outside. Pupils develop skills and understanding in dance, gymnastics, invasion games, net & wall games, swimming and athletics. They also learn to be part of a team and co-operate with others. Opportunities for outdoor & adventurous activities that require resources that the school cannot provide are planned in conjunction with external providers; these may be part of a residential visit. Teachers will plan opportunities for competitive sport. These may involve competitions and tournaments against other schools.

PSHCE

Personal development is a very strong feature of our school. We believe that children should be happy and sociable and we work hard to develop their personal skills. We undertake mindfulness and wellbeing activities to promote this. It underpins all our teaching and pervades all areas of school life through the "hidden curriculum". Philosophy and the development of 'thinking skills' may be incorporated into our planning. We provide regular opportunities for children to develop spiritually through PSHCE as well as RE and collective worship.

PSHCE is also planned as an important subject using Health for Life and other resources where appropriate. Where possible and appropriate, links are made to other subjects. e.g. in Year 2 Science Health and Growth is linked to Healthy Food and Exercise in PSHCE.

Music

A combination of resources is used to cover the full National Curriculum. Links are made to

other subjects where possible. Progression is assured by using the learning objectives and outcomes for each year group.

Art

Art is a very important subject in our school and one that can easily be taught alongside others. Teachers plan to cover the full programme of study by choosing age appropriate techniques and skills and planning activities. These are often linked with other subjects including History, Geography or Science. DT, English etc.

Modern Foreign Languages

We teach French lessons in our school from Year 2 to Year 6. This enables us to develop sufficient knowledge and skills to meet age-related expectations. Language teaching is sometimes supplemented by international links with other schools.

International Links

We believe that children should develop a greater understanding of the wider world through real communication with schools and children in other countries. This has links with many areas of the curriculum – Geography, ICT, English, PSHCE (particularly citizenship), MF Languages.

In the past, we have developed these links through British Council projects and partnerships with other schools in a variety of countries, and will continue to pursue partnership opportunities as they become available and relevant.

Themed Days and Weeks

The aim of whole-school theme days is to establish a common purpose throughout the school, develop staff strengths and expertise, exemplify a lively curriculum to children and their parents, and for all involved to have some FUN. All the work will follow the common theme and focus on creativity and imagination.

Visits out – Visitors in, Extra Curricular Activities

Where possible and appropriate we invite musicians, artists, authors and other experts into school to work with the children and enliven the curriculum. Visitors can often broaden the curriculum and make links between subjects clearer. Children/classes may be taken out of school to visit particular appropriate exhibitions, museums, places etc pertaining to their curriculum.

Our schools provide activities outside school hours. These may take place at different times of the year or for short periods and may be run by teachers from the school or outside agencies.

Monitoring and Evaluation

The Headteacher monitors curriculum planning each term.

Subject Leaders monitor coverage and progression in their own subjects by analysing medium term planning. They also monitor children's work and assessments and compare with the planning.

Evaluation: by the Headteacher and SLT through staff discussion, classroom observation and children's attainment.

Other policies:

Refer also to policies for-
Assessment and Record Keeping
Special Educational Needs
SMSC
Equal Opportunities
Teaching and Learning
Marking & feedback
Individual subject policies
Behaviour Policy