



Cliddesden Primary School

Curriculum Policy

Version 2 June 2019

This policy will be reviewed every 3 Years.

Our Curriculum

The school offers a broad, balanced and differentiated curriculum covering all areas of the National Curriculum and our aim is to provide a curriculum that meets the needs, interests and abilities of all children.

This curriculum comprises of the core subjects - English, Mathematics and Science and the foundation subjects - Computing (ICT), Design Technology, History, Geography, Art, Music and Physical Education. Personal, Social and Health Education is also taught through our assemblies and creative curriculum.

We do our utmost to maximise success for all children by giving them the best teaching and learning experiences. We use a range of teaching methods to suit the needs of the children and the subjects being taught. The core subjects are taught both stand alone and as part of our creative curriculum in which the foundation subjects are taught as part of a themed termly topic.

Intent

- To provide a rich and varied curriculum which has its roots based on our school values of aspiration, resilience, responsibility, respect and tolerance, kindness and honesty.
- To promote teacher and pupil ownership of a skills and knowledge based thematic curriculum.
- To support all children to reach a high standard in English and Mathematics through specific teaching and application of key skills to learning across the curriculum.
- To create and explore knowledge, skills and experiences that give purpose to writing.
- To give pupils opportunities to use literacy, numeracy and ICT basic skills in practical and meaningful situations.
- To excite learners through contextual, memorable and meaningful lessons and themes.
- To embed opportunities for high quality enrichment experiences including educational visits, themed days, parent workshops and guest speakers.
- To develop children's learning behaviours, such as independence, collaborative working and solving problems through explicit teaching of non-negotiable learning skills.
- To develop children's understanding of equality and diversity as a UNICEF Rights Respecting School.
- To allow National Curriculum coverage through a cross-curricular, thematic approach.
- To foster children's understanding of their lives in a local and global context.

Implementation

- Teachers have good knowledge of the subjects they teach and subject leaders provide colleagues with effective support for planning, resourcing and teaching.
- Lessons are presented clearly with opportunities for discussion to extend thinking, check understanding, identify misconceptions and provide clear and direct feedback both verbal and through marking.
- Teaching and learning is balanced and inclusive, encouraging independent thinking and support where needed.
- High quality texts are used in all year groups to promote reading skills and to use a high level of vocabulary and extended sentence structures. Phonics teaching has priority in EYFS, Year 1 and 2. Reading is promoted within this skill with a focus on confidence and enjoyment.
- The school adopts a 'maths mastery' approach where number skills and knowledge are consolidated and reasoning skills are used in problem solving.
- Teachers use assessment effectively to check understanding and inform teaching so that knowledge is gained and used. Pupil progress meetings are held every term to discuss the progress of every child and to put in interventions as required.
- The curriculum is delivered in various ways to capture interest and imagination but the steps of learning within the subjects are carefully planned to ensure that knowledge and skills are gained for children to build on in future learning.
- Each child is regarded as an individual and an equal. Our inclusive curriculum consists of activities designed to develop the social, personal, intellectual and physical activities of the children.
- The quality of the children's learning is enhanced across the curriculum through practical activities, educational visits linked to topic work and the use of ICT. All work in the school is planned within the framework of the National Curriculum and the Early Years Foundation Stage (EYFS) Curriculum Guidance.

Impact

- Children achieve well by developing knowledge and skills as they progress through the school. This is reflected in the results that are achieved at the end of Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
- The children leave the school in Year 6 with the confidence and skills ready for a successful transition to secondary school.
- The impact of the curriculum is evaluated through end of Year assessments and standardised national tests (SATs), through governor visits and meetings and through monitoring of teaching and learning, evidence of children's work and pupil voice.

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English

Our English curriculum is planned for each term using our texts and creative curriculum topics as drivers. We then plan for written and spoken outcomes and match texts and books to these outcomes. Texts are chosen for reading aloud every day, for guided reading with the class teacher and as writing models. Weekly grammar lessons are taught using the National Curriculum grammar appendix for each year group and matched to the writing purpose. Daily phonics is taught in KS1 through 'Letters and Sounds'.

We encourage a passion for books and provide stimulating texts in class book corners and our school library. KS1 and lower KS2 children use a variety of banded reading books including Oxford Reading Tree and Read Write Inc phonics books.

Mathematics

The aim of our Mathematics curriculum is to develop pupils' ability to make sense of the world around them through the application of mathematical knowledge and reasoning. We aim to instil in pupils a sense of excitement about the subject and a spirit of curiosity which encourages them to explore patterns and relationships in both number and space. We use a CPA (concrete, pictorial, abstract) approach to teaching, beginning with actual objects, moving to using images such as the bar model and then finally into abstract calculations.

Science

We aim to teach science through developing investigative skills, using practical approaches. This can be seen throughout all classrooms, with the development of scientific investigation areas designed to challenge pupils' understanding of different topics, through questions and practical use of scientific equipment.

Topic-Based Foundation Subject Curriculum

- We ensure National Curriculum coverage of the non-core subjects through a cross-curricular, thematic approach that promotes teacher and pupil ownership of a skills based creative curriculum.

- We have created a breadth of opportunities which allocates the national curriculum objectives to the appropriate year groups. These objectives are then used to create medium-term planning.
- We aim to create and explore knowledge, skills and experiences that give purpose to writing and excite learners through contextual, memorable and meaningful lessons and themes.
- We provide opportunities for high quality enrichment experiences including educational visits, themed days and parent workshops.

Computing and ICT

The school has an extensive range of ICT resources including laptops, i-pads programmable resources. Each class has a weekly Computing session and a further range of computers within the classrooms extend the use of ICT across the curriculum.

Religious Education (RE)

RE is taught in accordance with the Hampshire County Council's 'Living Difference' document. Children are given the opportunity to gain a deeper understanding of many different religions alongside Christianity. The acknowledgement of the different traditions and faiths represented within our school community and the wider world is an important element of the policy.

The school respects the legal right of any parent to withdraw his/her child with regard to RE.

Sex and Relationships Education (SRE)

The school has clear guidelines for sex education which are laid out as part of the PSHE (personal, social, health education) curriculum. The children are led gently to a deeper understanding of the issues involved in this subject according to their level of maturity.

Physical Education (PE)

PE is taught by our class teachers and a specialist PE coach. We teach fundamental movement skills, and provide opportunities to extend our pupils' agility, balance and co-ordination. Team games and skills are taught that enable our pupils to communicate, collaborate and compete with each other. Through the 'Real PE' scheme we develop an understanding of how to improve in different physical activities and sports and our pupils learn how to evaluate and recognise their own successes. The school is affiliated with Basingstoke Schools Games and enters a wide range of inter school sports competitions. The school also host half termly intra-school house competitions.

Music

Hampshire Music Service provides ukulele and violin lessons in KS2 and music lessons in KS1. In addition, music is incorporated into our creative curriculum where relevant and we have a weekly whole-school singing assembly

Personal, Social, Health Education (PSHE)

From October 2019 we will be using the SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme of work

Developed by teachers and centred on a values-based and 'Growth Mindset' approach, SCARF's online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement

We also have designated study units such as E-Safety Week and Healthy Eating Week throughout the year.

The aims and objectives of learning PSHE, Citizenship and Spiritual, Moral, Social and Cultural (SMSC) across the school are

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.

Special needs

There are some occasions when many children will need special help to overcome a learning difficulty or to ensure that the curriculum fully extends their abilities. Overseen by the Special Needs Co-ordinator (SENCO), teachers and teaching assistants support some children in small groups or on a one-to-one basis as required.

Able and talented children

The school is committed to making provision for children who achieve at an exceptionally high level. Opportunities are given for children to develop their talents right across the curriculum. The successes and achievements of all children are celebrated each week in our Celebration Assembly.

Curriculum Planning

We aim to provide systems which enable:

- Full coverage of the National Curriculum, RE and Foundation Stage to be achieved throughout the school.
- The best possible progress and highest attainment for all pupils by ensuring that consideration is given to how skills and understanding are built up gradually.
- Teachers to provide for children's learning in a time-effective way.
- The quality of lesson preparation to be maintained through agreed procedures.

Long Term Planning

- Breadth of Study for English and Maths.
- A curriculum breadth of study for our topic-based foundation subjects and science.
- Key skills to be covered during the unit of work.

Medium-Term Planning

- An English medium-term plan using creative curriculum topics as drivers.
- White Rose medium-term for mathematics plans and adapts them where appropriate,
- A medium-term overview for topic-based foundation subjects and science.
- Medium-term plans may be based on planning previously undertaken and will stand in place to be used in successive years.
- For English and Maths, medium-term planning will outline objectives on which weekly planning will be based.

Short-Term Planning

This will be undertaken on a weekly basis for English and Maths. It will:

- set out specific daily objectives;
- outline teaching input and key questions for each part of the lesson;
- outline differentiated tasks for groups of children;
- include notes of teacher focus and use of support staff;

Subject Coordinators

The primary role of any co-ordinator is to achieve excellence in his or her subject across the school. The subject co-ordinator is accountable for maintaining high standards in their subject area. This good practice should be disseminated throughout the school in the following ways:

Policy Management

Co-ordinators need to:

- Write and review the policy for the teaching of the subject
- Review policy within agreed time scales
- Devise a rigorous Breadth of Opportunity which ensures coverage of the National Curriculum
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Monitoring

Co-ordinators are allocated at least one non-contact co-ordinator morning per academic year. Continued thorough monitoring is essential throughout the year.

Non-negotiables:

- Creating a yearly headline which defines priorities for the subject
- Monitor the coverage of the National Curriculum using the Breadth of Opportunity
- Scrutinise planning to ensure appropriate pitch and subject knowledge
- Monitor standards of pupils' work through book scrutiny. This should include progression, ensuring high standards are maintained and subject coverage matches planning
- Assess, track and monitor progress of focus groups of learners eg gender, ethnic groups, more-able, SEN
- Feedback to staff
- Have knowledge of the progress children make in the subject area through effective assessment procedures

Outstanding co-ordinators will also:

- Carry out pupil conferencing, observations and learning walks
- Analyse and evaluate data where appropriate
- Monitor display of the subject throughout the school

Supporting colleagues

Co-ordinators provide support, rigour and challenge by:

- Leading In-service Training (INSET)
- Team Teaching
- Teaching model lessons
- Supporting planning
- Feeding back from courses and monitoring
- Providing resources
- Liaising with outside agencies

Co-ordinators will hold to account colleagues who are not maintaining the high standards of the subject.

Subject development

Co-ordinators need to:

- Attend relevant Compulsory Professional Development (CPD).
- Recognise the key strengths and areas for development within the subject
- Identify key priorities for the development of the subject
- Action plan and implement subject priorities

Resources

Co-ordinators manage resources by:

- Auditing current resources
- Measuring the impact of resources on children
- Ensuring all resources are made known to staff
- Ensuring that the storage of resources is conducive to use
- Ensuring resources offer value for money
- Ensuring resources allow for coverage of breadth of opportunity

Reporting to Headteacher

- Subject co-ordinators will be line managed by the Headteacher
- The Headteacher will meet with co-ordinators termly including appraisal
- Monitoring outcomes will be reported to the staff following monitoring days