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Policy Front Sheet

Policy: Curriculum Statement 2018-19

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The purpose of this document is to meet the statutory requirements for publishing information about the school curriculum and to provide useful information to parents/carers, including:

- Where to access the content of the school curriculum in each academic year for every subject
- The names of any phonics or reading schemes we use (in Early Years Foundation Stage, Key Stage 1 and Key Stage 2)
- How parents or other members of the public can find out more about the curriculum our school is following



Kilham Church of England VC Primary School

Curriculum Statement for 2018-19

School Mission Statement: *The Governors and staff of Kilham Church of England Primary School aim to provide the highest possible quality of education. We aim to develop the whole child within a safe, caring, family atmosphere and with an emphasis on high expectations, personal achievement, and an enjoyment of life lived **peacefully** through Christian values of **friendship, community, peace and trust.***

Key Values identified through the redevelopment of our vision and values were: **Learning, Caring** and **Friendship** (This has become our 'catchphrase' as a school). We also emphasise, through our vision and values publicity, 'Living in an atmosphere of **Faith and Trust**'. We aim to fulfil our school's mission statement and promote our key values through our curriculum.

Aims

Kilham Church of England Primary School has a set of aims, through which we aspire to fulfil our mission statement. These aims also inform the development of the curriculum at our school. The curriculum specific aim is as follows:

"In addition to minimum legal requirements, offer a broad-based curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide the knowledge/skills to equip students for work and leisure as active, confident and responsible members of a rapidly developing society."

Introduction – The Curriculum

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also any other activity organised by school, for example, extra-curricular activities and any other activities designed to enrich the experience of the children. There is also a 'hidden' element to the curriculum which includes what the children learn from their school environment, the way they are treated and how they are expected to behave.

There are two main reasons for having a curriculum policy statement:

1. To outline our interpretation of the statutory expectations for the delivery of the National Curriculum – a new statutory curriculum was introduced and has been running in school as from September 2014. Therefore it is good practice to define what our curriculum as a school will be in the forthcoming year.
2. The School Information Regulations 2012 specify a statutory requirement for schools to publish their curriculum alongside other important information. This document contributes to fulfilling that statutory requirement.

This policy statement and associated/linked curriculum content (all available on the school website or from school if requested) means that separate policy statements for different National Curriculum subjects are no longer written, but can be *if required*.

The [statutory curriculum](#) for maintained schools consists of

- The Early Years Foundation Stage (EYFS) statutory framework
- The National Curriculum (ages 5-16)
- Religious Education (ages 5-18) (Following the Locally Agreed RE Syllabus)

The Department for Education states that “Religious education is compulsory for all pupils registered in maintained schools up to the age of 18. Maintained schools must follow their locally agreed syllabus. Maintained schools must also provide a daily act of collective worship that should be broadly Christian, unless the school has been granted a determination to conduct collective worship of another faith.”

Primary schools do not have to teach Sex and Relationships Education, but must have a policy on whether to do so. A separate policy outlining our provision for SRE is available in school. (Please see SRE Policy)

The National Curriculum at Kilham CE Primary School

Along with all other maintained schools in England we will be required by government to teach the revised National Curriculum from September 2014. The curriculum is ‘what’ will be taught. The Government has slimmed these requirements down to enable schools to add areas they feel children need for their development.

The curriculum does not dictate ‘how’ things are taught. That is down to us. We will mix a rich cross curricular approach to make learning fun, with discrete teaching of specialist subjects such as computing, foreign languages and physical education.

As a school, we offer a broad-based education following the National Curriculum, set within a friendly, well-disciplined and caring atmosphere; and through the provision of a well-balanced curriculum our pupils will be encouraged to:

- Develop their academic abilities to the highest possible level and thus be given the opportunity to further their education at the secondary phase and beyond.
- Acquire lively and enquiring minds together with the ability to question and argue rationally.
- Become resourceful and independent with a positive attitude towards life while showing courtesy and consideration.
- Appreciate ethical, moral and aesthetic values.
- Develop an understanding of the world and a tolerance of other races, religions and ways of life.
- Become useful, thinking and contributing members of society.

Our pupils are taught through a variety of styles, incorporating whole class teaching, group and individual methods as and when appropriate. Some pupils take part in small group sessions when they may be withdrawn from the whole class – this is to maximise their learning experience. We endeavour at all times to treat children as individuals, and according to their particular needs and abilities, and for some children this may include a ‘Learning Passport’ or Individual Education Plan (I.E.P.) where specific needs are addressed.

A 'Topic' Approach – Science, Geography, History, Art, Design/Technology, Music

At Kilham CE Primary, we have decided to interpret the new National Curriculum in such a way as to maintain a 'topic' approach throughout school. We believe that linking subjects together under a common theme gives learning in the classroom a context and motivates children. Therefore, Science, Geography and History content is divided into a cycle of 'topics'. Wherever possible, English activities link to the topic. Our topics are planned on an ongoing cycle due to the variable 'mixed year-groups' nature of our class structure. This 'Long Term Plan' for Key Stages 1 and 2 is published on the school website. There is also a 'Long Term Plan' of topics for EYFS.

At the beginning of each term, class teachers will provide an overview of curriculum coverage in each subject, to include information on the class topic and to outline the programmes of study that have been covered, and the links between subjects. To limit workload, it is recommended that this is no more than 2 sides of A4 or A3 size. These 'termly overviews' are our main published content of the outline of our curriculum – by subject and by year group/class.

Staff meetings and training sessions regularly focus on which programmes of study have been covered and 'curriculum maps' will be completed to enable teachers to identify and account for any curriculum 'gaps'. Plans will then be adapted as necessary.

English

In addition to a proportion of English work being linked to the topic theme in each class, we use the Pearson 'Wordsmith' English scheme to ensure coverage of the English curriculum for each year group. These plans use different genres of fiction, non-fiction and 'live' (performance) units which also include all required elements of spelling, punctuation and grammar. The end of each unit culminates in a piece of independent, extended writing and comprehension, punctuation, speaking & listening and other elements of English are all built into what we are using as our 'core' scheme.

Each year group's English curriculum 'overview' plan will be published on the school website. Teachers then have access to detailed weekly/daily session plans and can also use a range of resources to plan activities for their classes. Weekly/Daily planning is the responsibility of the class teacher and will be monitored by the English and phase subject leaders. Long term English plans are published on the school website.

Phonics

We teach phonics daily using a variety of resources, including 'Phonics Bug' and 'Letters and Sounds'. By the end of Reception children are learning the first elements of handwriting and in Y1; spelling, punctuation, grammar, vocabulary and the type and use of a range of text types. We have a wide selection of reading books (colour coded) for individual reading and we encourage children to read daily with a parent or friend. Guided reading occurs regularly and the key skills are specifically taught at each level. We encourage children to enjoy reading and develop their own tastes and preferences.

Teaching and Learning Strategies for the Teaching of Reading

Teaching strategies aim to enhance a child's motivation and involvement in reading, therefore impacting on achievement. These are some strategies used at Kilham CE Primary.

- **Shared reading sessions.** The teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how

the text is read. The children, the learner readers, join in where appropriate with the reading of the enlarged text – individually and/or chorally. The texts selected are rich and challenging, often being beyond the current reading ability of the majority of the class.

- **Guided reading sessions.** During guided reading, the responsibility for reading shifts to the learner. The teacher/adult structures all reading tasks with children, who are grouped by ability. Children are required to read and respond to the text themselves, or taking turns around the group with the teacher supporting. Texts are carefully chosen and matched to the reading ability of the group. The focus for the reading task will originate from the individual's/group's 'next steps' and is concerned with reinforcing and extending reading strategies.
- **Independent reading.** During independent reading, children take responsibility for selecting and reading a variety of texts. The child should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text.
- **Story time.** A variety of fiction texts should be read to children through the course of any given academic year.
- **Reading with individual children.** This takes place in all year groups. Frequency data is collected by all class teachers.

Curriculum Planning for Reading: Organisation and Delivery - Including schemes used

Foundation Stage

In the Foundation Stage the teaching of reading is based on the 2012 EYFS 'prime' area of learning; "Communication and Language" and the specific area of literacy:

"Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. "

- Through daily observation of progress in hearing sounds and blending, the FS teacher decides the child is ready for a 'word-box'. (A word-box can also take the form of a word-card, which has a short list of sounds, words and 'alien words' for that child to practise).
- Children progress through word-boxes/cards until deemed ready for their first book.
- Phonics is delivered in daily sessions. Pearson Wordsmith '[Bug Club](#)' [phonically decodeable books](#) are used at this point to encourage and develop de-coding skills and fluency.
- Reading is assessed in EYFS using Foundation stage profile.
- Progress and participation is recorded in guided reading records.
- Foundation Stage teachers endeavour to provide a phonics and text rich environment.
- Children move onto '[Oxford Reading Tree](#)' resources once decoding confidently, this is to aid comprehension and develop higher order reading skills.

Key Stage 1 & 2

- In Years 1 to 6 the teaching of reading has traditionally been based on the National Curriculum Programmes of Study with reference made to the NLS and National Framework where deemed appropriate.

- Teaching objectives are derived from individual, group and whole class 'next steps'. Literacy planning and objectives are sourced from the 'Wordsmith' published scheme of work.
- A programme of phonics, punctuation and grammar teaching continues throughout all Key Stages – a daily session, 25 minutes in FS/KS1 and 15 minutes in KS2. Individual children are tracked on the 'Letters and Sounds' phased system. Differentiated groups across Key Stage classes are used throughout school.
- Phonics objectives are taken from DFE 'letters and sounds' and '[phonics play](#)' subscription website.
- 'Book bands' reading scheme, using Oxford Reading Tree as a core, continues through KS1 and 2.
 - Reading assessment information is passed from KS1 to KS2.
 - Children have an individual reading book (fiction and non-fiction) on an appropriate scheme level.
 - Individual reading books are used for home reading and class reading.
 - Teachers use professional judgement and standardised tests to move children through the scheme.
 - When children complete the scheme, and demonstrate a reading age of 11+, they are classed as a 'free reader' and encouraged to use 'real books'.
 - 'Free' reading books are monitored in the same way as scheme books for individuals to ensure appropriateness.
 - Children are encouraged to have library/own books alongside scheme books.
 - Guided reading is grouped by ability within each class – records are kept.

Inclusion and Equal Opportunities

- Provision will be made for those children having special educational needs and those for whom English is an additional language.
- Children with SEN will work towards the same reading objectives with support/appropriate differentiation. Those working well below the level of their peers will work on appropriate related objectives.
- Children who are gifted and talented will work to deepen or broaden their understanding of their reading and associated objectives which may sometimes be from a higher level.

Maths

At Kilham CE Primary School, we follow the statutory National Curriculum Programmes of Study for Mathematics in Key Stages 1 and 2.

In Years 1 to 4, we use the Collins 'Busy Ant Maths' scheme as our core resource. The scheme provides a straightforward and flexible approach that meets the needs of pupils of all abilities through differentiated content. This means that pupils within a class can be working on the same maths topic and attainment target, but with a variety of exercises to meet different children's specific learning needs.

More information on the scheme we use in Years 1, 2, 3 & 4 can be found here: <https://collins.co.uk/page/busyantmaths>

In Years 5 & 6, we use a scheme called "Target Your Maths", which has been written to provide a straightforward manageable structure to help teachers plan and teach the Programme of Study for Mathematics in the renewed 2014 National Curriculum Framework. New topics, such as Roman numerals and algebra, have been introduced, and the whole curriculum framework has been

organised into domains, such as Number, Measurement and Geometry. The work to be covered is organised into a three term year and the work for each term is then arranged into 12 blocks, each corresponding approximately to one week's work. More information can be found

here: <http://elmwoodeeducation.co.uk/ks2/>

You will find detailed information about termly coverage of maths objectives on the [Termly Overviews](#), published on the school website.

In addition to these core Mathematics schemes, we use a product called [RM EasiMaths](#). This is an online resource which automatically provides an individualised learning programme for each child, based upon their responses to questions. RM EasiMaths forms the basis of our home-learning expectations at Kilham - we recommend that children try and complete 3 15 minutes sessions a week for maximum impact.

We have also adopted a whole school 'Calculation Policy' which outlines specifically how addition, subtraction, multiplication and division will be taught throughout school. This will be used by class teachers alongside their planning to ensure continuity and progression.

Computing

"The new national curriculum for computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the new programme of study for computing, they will learn how computers and computer systems work; they will design and build programs, develop their ideas using technology and create a range of content." (NAACE – 'Computing in the National Curriculum')

The Computing curriculum has changed significantly from the old 'ICT' curriculum – at Kilham CE Primary we have created specific long term plans for Computing, interpreting the programme of study and devising a range of activities under the headings of 'coding', 'communicating', 'collecting' and 'connecting', using a range of software and equipment. They also include specific E-Safety activities. These plans are available via the school website and will be updated each September.

Modern Foreign Languages

Under the new National Curriculum guidelines, we have decided as a school to concentrate on Spanish as a modern foreign language. To meet the expectations of the new curriculum, we have invested in the '1 languages' scheme of work. Details of the scheme of work and also an exemplification of how the scheme meets the statutory programmes of study are available on the school website.

Physical Education

As part of our school development work, using the PE/Sport Premium funding, we have been able to improve our curriculum provision for Physical Education and sport. We now have Val Sabin resources for Games, Athletics, Gymnastics and Dance (in which all staff have received training) provided by the PE and Sport funding initiative. Class teachers remain responsible for ensuring coverage of the new PE curriculum and planning for the needs of their class. PE plans for each class are detailed on the termly overviews.

Religious Education

At Kilham we follow the East Riding of Yorkshire Council Agreed Syllabus for RE which was last updated in 2016. The 2016 Agreed Syllabus for Religious Education is the result of a collaborative partnership between the Standing Advisory Councils for Religious Education (SACREs) of the four local authorities that comprise the Humberside region, following the similar joint RE syllabuses of 1999,

2005 and 2010. Our Agreed Syllabus offers pupils high quality learning experiences through an enquiry-based model using a range of [pedagogies](#).

There are three statutory [Areas of Understanding](#):

- Beliefs and Practices
- Identity and Values
- Meaning and Purpose

Each Area of Understanding has two [Attainment Targets](#):

- AT1 Knowledge and Understanding
- AT2 Reflection and Response

Following the agreed syllabus means that

- Early Years Foundation Stage the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures
- KS1 - Christianity and one other principal religion are studied in some depth
- KS2 - Christianity and two other principal religions are studied in some depth

For further details see <http://www.eriding.net/all-ages/religious-education/>

Early Years Foundation Stage

At Kilham CE Primary, pupils in our Nursery and Reception Class follow the Early Years Foundation Stage Curriculum. <http://www.education.gov.uk/aboutdfe/statutory/g00213120/eyfs-statutory-framework> Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

This curriculum is play based, and involves a balance of children self-selecting activities, whole class, small group and individual activities which are adult led by the teachers and support staff. Adults very carefully observe the children and plan progress for each of them by intervening in play and also planning targeted teaching to move learning forward. Please see our separate EYFS policy document for more details – this is available on the school website.

Long-term planning in the Foundation Stage is based upon a rolling programme, where 'themes' are identified and developed according to the children's interests and also considering the need to ensure coverage of the EYFS framework. Medium-term planning, based on these themes, is then produced and includes ideas for activities, visits etc. while taking the need to encourage children's development through 'Development Matters' objectives. Short-term planning then specifies objectives and activities for phonics sessions, number-time, writing activities and other adult-led activities in addition to free-flow and child initiated activities.

During the Foundation Stage, all staff make continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governing Body.

In Nursery we begin to teach the building blocks of reading through early exposure to texts, language and through sound discrimination activities. We use Government guidance called Letters and Sounds to help teachers plan progression in phonic skills throughout Nursery, Reception and Key Stage 1. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Extra-Curricular Clubs and Activities

In addition to the school curriculum, we aim to provide a range of extra-curricular clubs and activities. At present, these include a gardening club, 'Fame Academy' club, rugby, netball and ICT clubs. We also aim to participate in local activities and tournaments whenever the opportunity arises. Our music curriculum and provision is enhanced by offering free guitar lessons to junior children and group brass/woodwind lessons can be arranged for a charge. Our road safety and travel plan work is also an important part of our school, and we offer pedestrian skills training, scooter training as well as 'Bikeability' cycling proficiency courses, which are taken in Year 5. A residential visit is undertaken by the Y5 and Y6 pupils. This visit includes a variety of educational experiences including outdoor/adventurous activities which cannot be provided on-site.

Children with Special Needs, including Able, Gifted and Talented

- The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEND policy. We always provide additional resources and support for children with special needs.
- If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCo. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.
- If a child is working at the extension level they will be given open-ended questions and tasks and encouraged to follow lines of thought independently.

Monitoring of the curriculum and planning:

Our Governing Body's 'Curriculum, Assessment and Pupil Welfare' Committee meets termly and has responsibilities which include:

- To consider and advise the Governing Body on standards and other matters relating to the school's curriculum, including statutory requirements.
- In conjunction with the Headteacher, set pupil performance targets and analyse the results and pupil progress/performance on a regular basis.
- Oversee arrangements for educational visits, including the appointment of a named coordinator.
- To establish and review the following policies: collective worship & R.E., child protection, S.E.N. and inclusion, literacy, numeracy, assessment, recording and reporting, I.C.T., P.S.H.C.E., sex education, science, history, geography, foreign languages, P.E., art and music.

The headteacher, along with subject/phase leaders, monitors the lesson planning of all teachers during the year - samples of planning will be scrutinised as part of the school's procedures to monitor delivery of the curriculum and to form judgements on the quality of teaching the school provides. The class teacher is responsible for the day to day organisation and planning of the curriculum in their class – this includes liaising with any staff covering non-contact time.

Curriculum Time Allocations

- Under usual circumstances, schools must open so that teachers can meet with pupils for 190 days in an academic year.
- Foundation Stage - There is no published guidance on minimum teaching hours for children in the Early Years Foundation Stage.

- The Department for Education... “no longer imposes legal requirements regarding the length of the midday break, or the morning or afternoon sessions. Schools can, therefore, determine the length of each sessions and breaks. Every day on which a school meets is divided into two sessions with a midday break.”
- The DFE no longer make recommendations as to teaching times per Key Stage.
- The time spent on actual teaching each week at Kilham CE Primary School is 23 hours 45 minutes.
- The DFE also states that it is for schools to decide how much time to spend teaching each subject taking account of the needs and particular circumstances of their pupils.
- It is not necessary to study all National Curriculum subjects every week, term or year, so an individual school may decide to concentrate on particular subjects during particular terms or particular years.

At Kilham CE Primary School, the following approximate time allocations are offered for teachers in Key Stage 1 and 2 to be used as a general guide, taking into account the teaching time each week of 23 hours and 45 minutes and the above information:

English – including reading, writing, phonics and other literacy activities:	7 hours
Mathematics – equivalent to one session each day	5 hours
Science – Core subject	2 hours
Computing – Core subject	2 hours
Physical Education – equivalent to 2 sessions per week	2 hours

All other subjects are flexible, according to which topics/themes/subjects are being taught in a particular term but are generally equivalent to 1 hour/session per week over the course of a year. For further information on curriculum content, refer to the curriculum overviews on the school website. This policy will be promoted and implemented throughout the school.

S England
January 2018

Appendix A – Curriculum Planning – Expectations and how the curriculum is published

1. Termly curriculum overview – 2 sides of A4, brief information on class topic and evidence of programmes of study covered in each subject; Science, History, Geography, Art, PE, Music, DT, Computing, R.E – published on website each term.
2. English - Yearly overview of units for each year group from 'Wordsmith' – published on website at beginning of year.
3. English - Weekly/daily plans – teacher's responsibility – not published but monitored by subject/phase leaders.
4. Maths - Termly overview of coverage – published on website each term within the 'termly overview', along with ongoing use of the school's 'Calculation Policy'.
5. Maths - Weekly/daily plans – teacher's responsibility – not published but monitored by subject/phase leaders.
6. Computing – Long term plans published on website at beginning of year.
7. Modern Foreign Languages – "I Languages" scheme of work published on website at beginning of year.
8. P.E – Included on individual class 'termly overviews'.
9. EYFS – Long term plan published on website at beginning of year alongside 'Development Matters' coverage. Weekly plans for phonics and all other activities responsibility of class teacher.
10. 'Curriculum Maps' – used regularly to record coverage and identify gaps. This to be completed during staff meeting or directed time. The results of these discussions help plan the curriculum going forward.