

HOME FARM PRIMARY SCHOOL CURRICULUM POLICY

Introduction

1. The curriculum is the totality of pupils' learning experiences. At Home Farm Primary School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all pupils whatever their ability, going beyond that set in the National Curriculum to enrich academic and personal skills.
2. The curriculum is comprised of The National Curriculum 2014 and the wider curriculum, set through our 4 Home Farm curriculum drivers. We ensure the pupils have a range of learning experiences that challenge, stimulate and promote thinking and learning whilst encouraging them to become independent learners. The curriculum meets statutory requirements.

The Home Farm Curriculum Drivers



Resilience	Enterprise	Environment	Sport
<p>Pupils have the opportunity to feel that their school experience gives them challenge so they can become positive, proactive forward thinkers.</p> <p>Pupils are encouraged to give their views and opinions about their curriculum, lessons and how the school is run so that they feel included and can be managers of their own future.</p> <p>Pupils are encouraged to view failure as a stepping stone to success and that being 'wrong' once leads to persevering in finding out what is 'right' in the end.</p> <p>Pupils are guided to understand that, as humans, we're all in this together and we can support each other to do the best we can!</p>	<p>Pupils learn to engage with the world of work and have an understanding of money. Pupils are given the opportunity to develop an understanding to putting forward proposals, including designing items or businesses for a commercial market.</p> <p>Pupils learn to work as part of a team to solve problems and are given opportunities to build resilience as individuals when solving problems.</p> <p>The ability to influence and manage initiatives they have chosen or are challenged with allows pupils to create a sense of leadership within classes, teams or within their identity as pupils of a school.</p>	<p>Pupils develop a good knowledge of the local community and wider world. They learn what it is to be a good citizen and the responsibility they have towards the local and global environment.</p> <p>Links to other schools broaden pupils' understanding and comparisons between localities and circumstances are made so that pupils can choose to make good choices in their care for the environment.</p> <p>The schools' status as an Eco School is important and pupils explore, create and maintain the outdoor environment was part of their enhanced curriculum, learning about sustainable growing, living and the importance of managing dwindling resources.</p>	<p>Pupils are encouraged to be part of a team. The team could be class-based, house-based, school-based or even competing as an individual representing a team. Pupils have the opportunity to partake in a vast range of sport at all ages both within school and against other schools.</p> <p>Pupils are challenged to be competitive, regardless of gender, age or any other factor and are praised for their strength of character in overcoming barriers be those skill focused or confidence based.</p> <p>Pupils are expected to promote themselves as keen and honourable sports-people and are asked to respect when others rise to a challenge.</p>

3. The curriculum at Home Farm Primary School aims to include all aspects of the National Curriculum within a simple topic-based framework, eschewing the need for whole class, didactic teaching methods on a regular basis. We aim to encourage holistic educational values where pupils have independent learning skills and are focused upon next step targets to improve themselves.

Aims

4. The aims of the *curriculum* are to:
 - promote high standards in Reading, Writing and Maths;
 - allow pupils to develop a knowledge of themselves in time and space;

- enable pupils to acquire knowledge and skills in Science;
- enable pupils to be confident in the use of Computer Science ('Computing') and develop essential basic skills that are transferrable across all technology platforms appropriate for their age;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable pupils to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values – both moral and key British Values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities and experience of adult life.

Values, Including British Values throughout the curriculum

5. We support learners to meet life's challenges and offers opportunities to develop potential:
 - **We provide a caring and secure environment.**
 - **We encourage independence in thought and action so that learners develop self-confidence and self-esteem.**
 - **We promote tolerance, empathy, trust and respect.**
 - **We challenge our learners to learn, persevere, take risks and achieve and celebrate success.**
6. The ethos of the school is based on mutual respect and consideration for others. Honesty and tolerance are valued and the children learn through example and discussion. Pupils at Home Farm also develop a sense of British values through their elected School and Eco Councils, with learning and discussion about a wide range of religions and beliefs, including the tolerance of others' points of view. We also embrace the history of Britain, the freedom of speech and the role of British institutions such as the army and police in helping us in our lives.
7. The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. *Through the provision of rich and varied activities, we aim to:*
 - encourage the best possible progress and the highest attainment for all pupils;
 - enable pupils to make connections across different areas of learning;
 - help pupils to think creatively and solve problems;
 - develop pupils' capacity to learn and work independently and collaboratively;
 - enable pupils to respond positively to opportunities, challenge and responsibility;
 - enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

8. The curriculum is organised in the following way:

- the curriculum is taught through discrete subjects and linked “topic” areas where relevant;
- a whole school planning document indicates the broad objectives and the links between subjects;
- Teachers plan with their pupils weekly; sharing objectives that are created in year and termly overviews that ensure the objectives of the National Curriculum are covered in their entirety. An agreed planning format is used to show the objectives and specific skills (which we call Success Criteria) that all pupils will learn. The success criteria are our differentiated learning skills that tasks, work and all learning are focused upon to ensure all pupils make the progress they have the potential to make;
- the pupils are taught with their year groups – teachers will plan and involve their year group partner classes in sharing and partaking of ideas as well as organising some learning opportunities that will involve whole year or cross-class activities;
- setting, or ‘focused learning groups’ takes place for Maths and Literacy, only where pupils are deemed that they need to make accelerated progress or where their learning needs further support. This can be taught through HLTA, LSA, Teacher or 1:1 tuition support in and out of lesson time. This enables the teaching to focus on a particular age range or level of ability, including mastering objective appropriate for the age range;
- units of work are planned using the framework of the National Curriculum with an eye to covering all objectives in a manner that links to topics and also stimulates academic skills in a fun and engaging manner;
- the RE scheme of work follows the Essex Scheme of work (ExploRE – set by SACRE); we aim to encourage holistic understanding of the world and promote all religions and cultures as equal;

Roles and Responsibilities

9. The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- the Deputy Headteacher co-ordinates the work of the Subject Leaders and Phase Leaders and ensures that the curriculum has progression and appropriate coverage;
- Subject Leaders are responsible for monitoring the plans and liaising with Class Teachers over the content and delivery of the units of work; subjects are also jointly scrutinised and led through whole phase work with class teachers. They evaluate and monitor standards in their subject;

- Class Teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group;
- the Assessment Manager in conjunction with Class Teachers ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
- the Governors monitor the success of the curriculum at whole Governing Body meetings through the termly Headteacher's report.

10. To drive high standards in our school, every lesson within the curriculum will have the following non-negotiable elements:

- **A displayed and child friendly LO**
- **Success criteria will be skills based and, where appropriate, developed with pupils:**
 - Referred to throughout lesson
 - Used and referred to in activities
 - Relied upon in plenaries and/or assessment dialogue
- **Adults' questioning will:**
 - Challenge pupils' knowledge and learning
 - Encourage learners to communicate with increasing confidence and greater facility
 - Mix open and closed styles to develop pace and motivate learners
- **Activities will:**
 - Be practical where appropriate and where not, will show high expectations of the outcome, be it written or recorded in other ways
 - Use a range of resources that make learning easier/more motivating
 - Clearly labelled or evident for pupils to say what skill they are learning and how they will do 'even better'
- **Adults supporting learning will:**
 - Be knowledgeable about group/pupil levels, particularly in tasks they are supporting
 - Know how to take the pupil to their 'next step' through the task/activity/questioning
 - Be actively involved in carpet and group sessions
 - Be able to use resources and their initiative to support learning including feedback to CT regarding pupil's work.
- **Assessment for Learning:**
 - CT and LSAs will have a working knowledge of class and pupil levels, including an awareness of the class average level learners are working at. Planning, peer and self-review by pupils and differentiated activities will reflect this.
- **"Progress" and "consolidation":**
 - Pupils will make progress in all lessons

- Where pupils are consolidating or practicing known skills or knowledge, they should be engaged in this in a new context in which to apply this skill; therefore progress is made within a new context for an existing skill.

Pupil Premium use within the Curriculum

11. The Pupil Premium is additional funding for the school from the Government, based on the number of pupils eligible, or who have been eligible, for free school meals (FSM) within the last six years. The funding is designed to address the current underlying inequalities between children eligible for FSM and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
12. Each school can make its own decisions about how to spend this funding, but schools are accountable for what the funding is spent on, and must show that they have achieved value for money through improving the progress of the targeted children. The Pupil Premium was introduced in 2011 at £488 per child. This rose to £600 per child in 2012-13, £953 in 2013-14 and £1,300 in 2014-15. In 2018-19, the funding is £1320 per eligible child.
13. Pupil Premium is used to support pupils who attract the funding to ensure they make the same progress as their peers. At Home Farm we use the funding to support training, programmes, one to one, paired or group tuition as well as support work for individual children to access and develop mastery, skill and confidence in the core curriculum, so as to build sustainable and transferable skills for the pupils attracting the premium. In this way they can overcome deprivation and engage with all learning in all subjects alongside their peers.
14. The Headteacher monitors all attainment and progress of these pupils to ensure rigorous and effective learning through use of the funding.

Subjects and a Thematic Curriculum

Literacy

Spellings:

15. Our approach to spelling is as follows:
 - In KS1 and EYFS, spellings will reflect the phonics being taught that week. This will start regularly within the first half term; in EYFS, this will focus primarily on phase 1 and 2 phonics and by year 2 will transfer into applying spelling conventions as per the National Curriculum.
 - Pupils will learn phonics using the KRM 'segment, synthesis, blend' method and spelling conventions and grammar will be learned through the 'No Nonsense Spelling' scheme which links spelling convention and grammar learning in all classes from Year 1 to Year 6.
 - Spelling learning will be primarily assessed through the use of spellings and phonics in context by pupils. Where necessary, single word spelling tests will be administered to determine pupils skills for intervention (again, where necessary.)
 - All spellings will be based upon the expected conventions and phonic phases set out in the National Curriculum 2014.

Phonic Strategy:

16. We use KRM phonic strategies at Home Farm Primary. The resources and the methodology are successful for the school.

- There will be daily phonics sessions in KS1 and EYFS.
- To assess the phases that each child is on, we will use a grid, based originally on the letters and sounds framework but adapted so that the KRM / National Curriculum words and phonic structure is reflected.
- All children’s phonic ability will be tracked through this system, reported to the Literacy Subject Leader once a term from the end of year F to year 6 (where children are still learning phonics.)
- Children will also learn ‘tricky words’ and those expected of their age range from the National Curriculum.

Reading Guidelines:

17. Our reading levels are based on old NC (and pre NC) level stages:

Brown then Red	Ginn Level – Blue – 1C emerging	Ginn Level – Brown low 1B emerging	Ginn Level – Pink high 1b/1a fluent	Ginn Level – Grey – 2C	Ginn Level – Purple – low 2b	Ginn Level – Orange – secure 2b	Beige - 3c/3b	Black 3b/3a	Turquoise 3a/4c	Grey 4c+
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*the reading band reference to levels and older reading schemes will not be updated but are referenced here to show a development across the whole school of reading material for interest and challenge.

- In KS1 and EYFS we will hear children read individually at least 2 times a week. In KS2, we aim to hear pupils read at least once a week. Through Homework, reading daily with an adult is a basic expectation and is monitored by the Headteacher regularly each term through reading records.
- Children will also be heard read through guided reading in KS1 and KS2; sometimes this will be individual readings and sometimes this will be through group discussion of a text.
- Children will read for pleasure and be given the opportunity to do so through use of the library, quiet reading and reading corners/stations. At Home Farm we strive to encourage reading for excellence and enjoyment.
- In upper KS2, pupils read in groups as part of ‘Book Clubs’ to discuss texts and make recommendations to others. Any book recommendations from pupils will be placed on the school website and displayed in the library.
- The school library is used regularly to promote book loans, reading for pleasure and for comprehension work as well as skills in using the Dewey System to find nonfiction reference books.

Implementing writing across the school:

18. We teach reading into writing. A week of reading a genre or context will result in writing skills teaching for pupils to write in context.

Writing					
Read	Understand	Synthesis	Create	Edit	Share
<ul style="list-style-type: none"> From stimulus From others' work For pleasure 	Drama; Freeze framing, conscious alley, reenactment, performance based on reading (understanding), performance based on interpretation (synthesis)		<ul style="list-style-type: none"> Writing for genre Focused responses e.g. skill use (writing adjectives etc) Handwriting, spelling, punctuation elements 	<ul style="list-style-type: none"> Peer editing Self editing Proof reading Self evaluation Changing layout 	<ul style="list-style-type: none"> Reading to group/ class Display Performance Audio-visual
	Discussion	Evaluation			
	Comprehension				

19. Within each week, we follow the BIG WRITING scheme of talking for writing (BIG TALK) and then writing creatively from our experiences or shared ideas (BIG WRITE). Pupils regularly undertake a BIG EDIT to show they are reacting to and implementing the guidance given from teachers' marking.

20. This model is the teaching model for all years in writing but will differ in content depending upon the year group taught

21. Writing in topics:

- **Free writing linked to topics is something we would like to encourage.**
- Whatever the topic, encouraging children to respond to that topic stimulus through writing will raise the profile of writing in children's minds.
- **The success criteria of the work would be judged through the topic S/C but learning displays or target displays would remind children about the writing skills they should be trying to use.**
- If there is no overt writing in your literacy lessons that week or for a few days, writing in topic is a good way to keep writing at the forefront of the skills curve.
- Literacy learning displays showing work from topics, skills and pupil's self-assessments will be a common feature in every classroom.
- KS1 classes will have a free writing table and will also have the opportunity to write within their role play.

Maths

22. Mathematics is important in everyday life and is a key life skill and is used in many forms of employment, science, technology, medicine and the economy. An understanding of

mathematical skills and concepts together with an ability to apply them, can equip pupils with a uniquely powerful set of tools to understand and change the world.

23. At Home Farm Primary across KS1 and KS2 we use Scholastic 100, Abacus Primary Maths as well as the White Rose Hubs and NCETM materials to develop mathematical mastery and reasoning skills. In the Foundation Stage we follow the Early Years Foundation Stage curriculum. In KS1 and KS2 we follow the objectives and sequence of work from the National Curriculum.
24. At Home Farm, we seek to be progressive and develop the expectations of mathematical achievement at an early age. Our progression of learning objectives is taken from the national curriculum but we set goals for higher ability children to achieve the objectives from the next year up within our planning.
25. The key areas from the framework are taught, including:
 - Counting, partitioning and calculating;
 - Securing number facts, understanding shape;
 - Handling data and measures ;
 - Calculating, measuring and understanding shape; and
 - Securing number facts, relationships and calculating.
26. The national framework for Maths and national curriculum is our main scheme of work, together with regular extension from the Scholastic 100 lesson, and is the primary resource used by staff. We use other resources and schemes to plan from where necessary, ensuring that the more able and SEN are adequately planned for. Each Maths class has an ICT Maths lesson per week for pupils to develop their knowledge and practise skills. We teach a wide range of written and mental strategies for the four rules and ensure progression of this throughout the school. Class Teachers are responsible for the planning of their own class. Where appropriate, every effort will be made to use mathematics within other subjects, in order to provide a cross-curricular approach.
27. In order to develop number skills throughout the school, we have created a structure for a week's maths teaching. 2 days will be spent on number and calculation. 2 days on application and a day on an assessment focus particular to the class; this may be recap, consolidation, geometry, data or measures strand. We also have a 10 minute teaser extra to the maths lesson in the curriculum that is rapid recall based and focussed on calculation basics.
28. The development of confidence and mathematics mastery is something Home Farm holds dear and we promote growth mindset language when teaching maths, encouraging pupils to use 'I think../..because' and reacting to 'Convince me' style questions to show resilience in explaining their mathematical thinking.

Science Curriculum Planning

29. Science is taught within carefully designed and planned cross-curricular projects. We use units of work based on the topic headings that we have created, as a school, and the contexts discussed with the children. We gain ideas from QCA units, from Hamilton Trust plans and also the national curriculum itself to expand the knowledge and understanding of

Science in our pupils. These have been modified to include practical activities, a focus on investigation and enquiry, including cross-curricular links particularly with Literacy, D&T, ICT and Numeracy. Science will also be taught as standalone lessons to ensure complete coverage of the science curriculum. We aim for a thematic approach to study and rate fun and enjoyment as high drivers for learning.

30. At Home Farm Primary School we believe that the teaching of science develops in children an interest and curiosity about the world in which they live, and fosters in them a respect for the environment. To that end we provide experiences, such as planetariums, visitors and science fairs to explore our learning with parents and other professionals.

31. We encourage *Working Scientifically and Investigation* as the most exciting way Science learning happens at Home Farm.

32. Through the framework of the National Curriculum, science teaching at Home Farm aims to:

- Question, explore and develop understanding in investigating Scientific principles and basic understanding of the world and universe.
- Equip children to use themselves as starting points for learning about science, and to build on their enthusiasm and natural sense of wonder about the world.
- Develop through practical work the skills of observation, prediction, investigation, interpretation, communication, questioning and hypothesizing, and increased use of precise measurement skills and ICT.
- Encourage and enable pupils to offer their own suggestions, and to be creative in their approach to science, and to gain enjoyment from their scientific work.
- Enable children to develop their skills of co-operation through working with others, and to encourage where possible, ways for children to explore science in forms which are relevant and meaningful to them.
- Encourage children to treat the living and non-living environment with respect and sensitivity.
- Stress the need for personal and group safety by the correct usage and storage of resources.

Geography and History (Humanities)

33. Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It helps pupils to gain a greater understanding of the ways of life and cultures of people in their own and other environments.

34. History is our record of the past; it chronicles, investigates and explains the past, and our means of gathering, analysing and interpreting that record is the process of history. The study of History enables teachers to take advantage of pupils' natural curiosity because it is a subject concerned with the asking of questions, such as: When? Where? How? How do we know? Have things changed? What was it like years ago? Studying History also provides an ideal opportunity for pupils to learn through investigation. History helps pupils to learn

about themselves and their families, about their locality, about the national past and famous people.

35. Through the study of Humanities the school expects the pupils to be able to:

- Learn about the major events and issues in the history of their own country and the rest of the world.
- Develop an interest in how the past differs from the present.
- Learn that actions and events in the past have shaped and influenced our world today and that actions and events in the world today will shape and affect their future.
- Understand that people in other times, places and cultures may have had different values to those we have now.
- Develop their reference and enquiry skills (asking questions, listening, researching, observing) through the use of primary and secondary sources.
- Communicate their historical findings through different ways.
- Develop an awareness and enthusiasm for the world around us and to encourage an interest in places.
- Identify differences between places and ways of life.
- Develop a concern for their environment and its inhabitants.
- Experience as wide a range as possible of field studies in their immediate neighbourhood and in contrasting environments.
- Learn and use appropriate geographical vocabulary.

36. All pupils should experience a variety of approaches to enhance their learning including:

- Presentation by the teacher, including story telling
- Discussion and debate
- Individual/group presentations
- Simulation and Role play
- Learning through first hand experiences- handling artefacts, visits to museums or historical sites, visiting speakers.
- Use of ICT- Interactive Whiteboard Resources, DVDs, Videos and the Internet for research purposes.
- Literacy and Oracy skills and report writing
- Mathematical and graphical skills including measuring
- Problem Solving
- Decision Making
- Team Work-Interpersonal skills
- Gender and Multi-cultural issues
- ICT skills creating databases.

International School Policy

Aims and Objectives

37. To enable our students to know more about global issues and to:

- Celebrate the rich and diverse heritage represented in our school, and local and national communities.
- Understand complex international interdependencies in the global economy
- Respect and value different cultures and beliefs
- Enjoy regular contact with students and adults living in different countries
- To work towards achieving and maintaining the International School Award
- To conduct annual audits of both our formal and informal curriculum which, in turn inform action plans to develop each of the eight Key Concepts of the global dimension through all appropriate areas of the curriculum such that there is a *clearly mapped global dimension* in the learning experiences for all our students.
- To develop and fully exploit a variety of *global learning partnerships*. This will include activities such as:
 - email and internet projects including video conferencing
 - interacting with visitors from other countries [students & adults]
 - student/staff visits to places of cultural interest in the UK and abroad.
 - To organise regular celebrations of our rich and diverse heritage.

Multicultural Education:

38. All pupils will be taught Multicultural Education, teaching them to appreciate the diversity of cultures in school, in our society and in the world at large and equipping them to identify and challenge bias, prejudice, racism and stereotyping. The aims are to enable pupils to understand the interdependence of individuals, groups, nations and the environment; to live and work harmoniously with equality of opportunity in a multicultural society.
39. The curriculum should draw upon the cultural backgrounds and experiences of all pupils.
40. In each curriculum area resources should aim to provide positive images and role models to reflect and value pupil's linguistic and cultural heritage, religion and life styles. Resources and images used should be up to date and should challenge bias, prejudice, racism and stereotyping. Similarities as well as differences should be emphasised.
41. Displays should positively reflect pupil's ethnic, cultural religious and linguistic backgrounds. Every effort is made to ensure that Multicultural Education activities are planned in such a way as to encourage full and active participation by all children irrespective ability, gender or ethnicity.
42. All Key Stages should be teaching Multicultural Education through other subjects continuously throughout the year. Move links will be made when the topic is appropriate.

Computing:

43. Computing Science (Computing) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Primarily, within 2014's National Curriculum, pupils will learn to develop knowledge about algorithms and coding, developing their skills for the future. Pupils will use Scratch, Python, Logo and 3D robotics software to develop the use of coding into real-life outcomes. Pupils will also use computing tools (computers, CD players, MP3 players, microwaves, robots, television and video) to find, explore, analyse, exchange and present

information responsibly, creatively and with an eye to applying it where computing will add value to a task. They will learn how to employ computing to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Computing at Home Farm will focus on the application of taught skills in a large variety of situations across all curriculum areas.

44. Each class has a one hour timetabled computing skills lesson in which banks of laptops are available. The school uses units of work from the Rising Stars Computing Curriculum, as well as supporting materials from Code-IT and Scratch (MIT).
45. Cross-curricular links with computing within other subjects are made clear within that subject and are an integral part of all subjects taught in the school.
46. The aims of computing are to enable pupils to:
 - Use initiative and independent learning so as to make an informed judgment about when and where to use computing to best effect.
 - Build and apply a wide knowledge of the uses of computing within school, at home and in the community.
 - Apply knowledge of a range of algorithms to gather, present, manipulate and share ideas and information for a range of purposes.
 - Create, test, improve and refine sequences of instructions to make things happen and to use simulations to explore, evaluate and respond to a range of patterns, relationships and situations.

E-Safety

47. All pupils have an E-Safety Curriculum through which they are taught how to keep safe online, develop strong independent and safe data habits as well as to safeguard themselves from bullying, identify theft, distribution of images or unsafe personal practice.

Physical Education:

48. PE develops the pupils' knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, athletics, swimming and outdoor adventure activities. PE promotes an understanding in pupils of their bodies in action and encourages fitness development. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the pupils to make informed choices about physical activity throughout their lives.
49. Our aims are:
 - to enable pupils to develop and explore physical skills with increasing control and coordination;
 - to encourage pupils to work and play with others in a range of group situations;
 - to develop the way pupils perform skills, and apply rules and conventions, for different activities;
 - to show pupils how to improve the quality and control of their performance;

- to teach pupils to recognise and describe how their bodies feel during exercise;
- to enable pupils to develop their fitness and make connections to a healthy lifestyle and performance.
- to develop the pupils' enjoyment of physical activity through creativity and imagination; and
- to develop an understanding in pupils of how to succeed in a range of physical activities, and how to evaluate their own success.

50. We will strive to reach our aims by providing a minimum of 2 hours per week of core provision which will then be enhanced with a wide variety of extra-curricular opportunities and clubs. We work in partnership with a number of external partners, including the School Sports Partnership (SSP) and our feeder secondary school, to assist with the quality of provision. We support competitive activities with opportunities within school as well as across local schools and county competitions via our SSP.

Sports Premium

51. Primary schools receive a Sports Premium to enable PE and sports to be developed. Like the Pupil Premium, information about how this funding is spent must be publicised to the school community and it must be spent on coaching, teaching or training.
52. We are using our Sports Premium funding to provide subsidised after school sports clubs, led by professional specialist coaches. Added to our existing provision, these clubs will enable as wide a range of pupils as possible to receive high-quality coaching and will help us to take part in sports locally at a higher level
53. We are funding specialist coaches to work with our teaching staff during curriculum time. This means that our pupils will receive high quality coaching in areas such as gym, athletics, football, netball and rugby. This approach will also help us to build the capacity and skills of our teaching staff so that we can ensure there is a long-lasting legacy after the Sports Premium funding has ended.
54. We monitor the success of our spending in this area using a number of factors including our participation in competitive school sports, how well we work in partnership with others, and how well we link our PE with other aspects of the curriculum. We also measure success on the basis of improvements in **provision** and **participation**.

Modern Foreign Languages:

55. At Home Farm Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives pupils a new perspective on the world, encouraging them to understand their own cultures and those of others. We develop French as a formally taught language within our curriculum time.

56. At Home Farm Primary School we believe that:

- Pupils develop communication and literacy skills that lay the foundation for the future language learning.
- Pupils develop and extend their knowledge of how language works and explore differences and similarities between the foreign language and English.
- Learning another language raises awareness of the multi-lingual and multi-cultural world they live, giving them an insight into their own culture and those of others.
- The learning of a foreign language provides a medium for cross-curricular links and the reinforcement of knowledge, skills and understanding developed in other subjects.

Religious Education:

57. All pupils irrespective of race, gender, age or ability to use their knowledge and understanding to follow the RE curriculum to the best of their ability.

58. We follow the Essex Scheme of work and aim to encourage holistic understanding of the world and promote all religions and cultures as equal including the following attitudes:

- Self-awareness
- respect for all
- open mindedness
- appreciation and wonder
- To seek to assist pupils in their quest for identity, meaning and purpose, and to help them mature in respect of their own beliefs, values and attitudes.
- To provide opportunities for pupils to reflect upon their inner feelings, questions, thoughts and experiences.
- To promote the spiritual, moral, social and cultural development of pupils, fostering tolerance and understanding of others and helping pupils to understand the part religion has played and continues to play in the lives of many people.
- To promote citizenship locally, nationally and globally.
- To promote personal, social and health education through RE.
- To promote key skills through RE.

59. *Time allocation*

- Key Stage 1 – 45 minutes per week
- Key Stage 2 – 1 hour per week

60. In both Key Stages this time lies outside that allocated for assemblies and collective worship.

Art, Design and Technology

61. The children will be able to explore a number of different art processes including, drawing, printing, sculpture, textiles, painting, collage, digital media and art appreciation. Lessons are taught through a skills based approach linked in with the topic being covered. There is an expectation that skills taught will be age appropriate and ensure all children will be given the opportunity to succeed. They will develop their design skills and select appropriate tools for making a product. In addition to the skills taught the children will gain experience in evaluating their own work and that of their peers, deciding what they could do to develop

their work further. In class children will engage with different artists, looking at the skills used, discussing what they think about the piece and the story it tells.

62. The aims of Art, Design and Technology

- To stimulate creativity and imagination in each pupil, providing visual, tactile and sensory experiences.
- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To enable pupils to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.
- To improve pupils' ability to control materials, tools and techniques.
- To increase the pupils' critical awareness of the roles and purposes of Art and Design in different times and cultures.
- To investigate and explore relevant artists, discussing their works and processes involved.
- To be age and ability appropriate providing progression across the school

PSHE, including British Values and being a British Citizen:

63. We believe that Personal, Social and Health Education (PSHE) and teaching pupils to be British Citizens enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community by contributing to charities such as Children in Need and Red Nose Day and other charities, linked to world events and local news.

64. We aim to make sure children develop their sense of self-worth and feel positive about themselves and others, regardless of race, gender, belief or background. We teach them how society is organised and governed. We ensure that they experience the process of democracy, rule of law and empowerment of 'pupil voice' in school through membership and contribution to School Council as well as leadership roles such as play leaders, student leaders and house captains.

65. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. This is often through discussions, circle time, and visits from professionals.

66. PSHE is important and the teaching of PSHE, which teaches pupils that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'. PSHE is taught everyday through small discussions and general pupil and adult conversations.

67. The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;

- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding
- personal and social issues;
- develop good relationships with other members of the school and the wider community.

Music

68. At Home Farm Primary School we value music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment. The less formal nature of music can provide important developments in the area of social skills, through co-operation in group sessions, whilst maintaining a feeling of the learner's own value within group work. Music should have a strongly practical emphasis allowing pupils to express themselves without the restrictions of formal written recording. This practical emphasis can similarly assist the development of gross and fine motor control.

69. Home Farm music teaching using the Charanga Music scheme for all years.

70. These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupil.

- Evoke a creative response to music through experimentation e.g. singing, composition, movement.
- Provide activities that develop musical concepts and skills sequentially.
- Develop awareness of different cultures and traditions through their music.
- Broaden understanding of a wide variety of styles.
- Encourage the enjoyment of music and provide the opportunities to express ideas and feeling through music.
- Offer pupils the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards in this activity.

71. Pupils will learn to play an instrument during their time at school; both in class and also as part of peripatetic lessons that the school provides.

Homework

72. Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

Rationale for homework

73. Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

74. Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

Aims and objectives

75. The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

Types of homework

76. Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

77. We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their homework.

78. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When

we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet .

79. At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework to ensure that prior learning has been understood.

80. Homework is marked according to the school marking policy, though next steps will not be given as these are appraised and used by teachers to inform planning for learning opportunities. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

81. We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

Amount of homework

82. The length of time we expect children to take on completing homework depends on the year group and the task. Reading should be done nightly and take around ten minutes and *all* children should read aloud regardless of age and experience. Spelling and phonic learning should be taken in short chunks of five minutes and done regularly to embed learning. However some projects or research work may take longer. A rough guide would be:

- For children in Key Stage 1, approximately one hour a week;
- For children in Year 3 and 4, approximately 15-20 minutes per night;
- For children in Year 5 and 6, approximately 30 minutes per night.

83. Homework is recorded on our school website, and all pupils are provided with a reading record in which parents / carers and teachers can make any relevant comments.

Inclusion and homework

84. We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' One Plans and EHCP plans. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

The role of parents and carers

85. Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a

good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

86. We ask parents and carers to check the reading record at least once a week, and to sign it as requested.

87. If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher.

Use of ICT

88. The school provides online, instantly marked mathematical homework.

89. The use of computers and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

90. There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised always to supervise their child's access to the Internet.

91. This policy should be read in conjunction with our:

- Teaching and Learning Policy
- Inclusion Policy
- EYFS Policy
- Assessment, Marking and Feedback Policy
- Equalities Framework

92. This document is a working document and changes are made to the curriculum to suit the specific needs of our learners at any point in time.

This review date – March 2018

Next review date – Spring 2020