

Huntspill Community Federation



West Huntspill Primary School

East Huntspill Primary School



THE CURRICULUM

Lead Person: Derek Nevell
Committee: Teaching & Learning
Policy Date: Autumn Term 2017

OUR CURRICULUM:

The Huntspill Federation is committed to meeting the requirements of the 2014 primary curriculum. We have updated our planning to reflect the content & challenge of the 2014 curriculum. Teachers have studied the key areas of curriculum change & we are ready to provide outstanding curriculum provision as well as many opportunities for enrichment and challenge. The curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting & will inspire children to nurture a passion for learning.

We provide a broad & balanced curriculum with full coverage of all primary school subjects, as well as many opportunities for enrichment & challenge. Basic skills are taught everyday in Literacy & Numeracy lessons. In Key Stage 1, phonics is taught in discreet lessons with children working in appropriate phase groups. Phonics is also taught in Key stage 2 where needed & in whole class & group sessions in the Early Years. We have specialist sports coaches who support teachers with the teaching of PE & we provide a wide range of after school clubs, as well as visits & enrichment opportunities for our gifted & talented children.

Our curriculum:

- i. is balanced & broadly based & which:
 - a) promotes the spiritual, moral, cultural, mental & physical development of pupils at the school & of society, &
 - b) prepares pupils at the school for the opportunities, responsibilities & experiences of later life.
- ii. comprises all learning & other experiences planned for our pupils. The national curriculum forms one part of the school curriculum.
- iii. makes provision for a daily act of collective worship & we teach religious education to pupils at every key stage
- iv. follows the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. We publish our school curriculum online.
- v. makes provision for personal, social, health & economic education (PSHE), drawing on good practice. We include other subjects or topics when appropriate in order to offer a broad & balanced programme of education.

We believe that children learn best when:

- i. They are happy, confident & independent in a secure caring environment to which they feel they belong
- ii. They know & understand the learning objectives
- iii. They have a sense of self-worth, feel confident in asking questions & are encouraged to use thought processes as part of their learning
- iv. The assessment procedures are supportive, positive, diagnostic & constructive based on the recognition of the child's efforts & achievements
- v. They are valued as individuals & their work is positively assessed, with appropriate feedback, by the teacher, their peers & themselves, dependent upon their age, aptitude & ability
- vi. There are opportunities to work in a variety of situations; as individuals, or groups, with the teacher on a one to one basis, in a small group or whole class
- vii. The needs of individuals are assessed & supported through planned learning, advice & support
There are clear monitoring procedures
- viii. Clearly defined policies on behaviour are in place & implemented by all members of staff
- ix. The children are respected & respectful & have a sense of ownership about their learning & community
- x. An environment exists which enables children to feel happy, safe, secure, stimulated, motivated & healthy
- xi. The school & parents work in partnership & the parents are actively involved in their children's learning
- xii. The children have access to a variety of teaching approaches, experiences & challenges
- xiii. The children are equipped with the skills necessary to become independent learners
- xiv. The classroom structure is made explicit & routines, expectations & targets are clear
- xv. The children experience consistency in all aspects of discipline & behaviour
- xvi. The children value themselves & others regardless of race, culture, colour, gender, religion or ability
- xvii. There is a shared understanding of high expectations to ensure that all children achieve their full academic potential
- xviii. They have access to a wide variety of resources to aid them in their work.

Structure of the national curriculum

| | Key stage 1 | Key stage 2 | Key stage 3 | Key stage 4 |
|----------------------|-------------|-------------|-------------|-------------|
| Age | 5 - 7 | 7 - 11 | 11 - 14 | 14 - 16 |
| Year groups | 1 - 2 | 3 - 6 | 7 - 9 | 10 - 11 |
| Core subjects | | | | |
| English | ✓ | ✓ | ✓ | ✓ |
| Mathematics | ✓ | ✓ | ✓ | ✓ |
| Science | ✓ | ✓ | ✓ | ✓ |

| Foundation subjects | Key stage 1 | Key stage 2 | Key stage 3 | Key stage 4 |
|----------------------------|-------------|-------------|-------------|-------------|
| Art & design | ✓ | ✓ | ✓ | |
| Citizenship | | | ✓ | ✓ |
| Computing | ✓ | ✓ | ✓ | ✓ |
| Design & technology | ✓ | ✓ | ✓ | |
| Languages | | ✓ | ✓ | |
| Geography | ✓ | ✓ | ✓ | |
| History | ✓ | ✓ | ✓ | |
| Music | ✓ | ✓ | ✓ | |
| Physical education | ✓ | ✓ | ✓ | ✓ |
| | | | | |
| Religious education | ✓ | ✓ | ✓ | ✓ |

PSHE & citizenship are taught through a range of curriculum areas as well as through specific PSHE lessons when appropriate. Staff also teach PSHE through assemblies & activities such as 'circle time'.

Teaching staff will be happy to provide information concerning the curriculum if requested.

In KS1 teachers use a variety of reading schemes including Bug Club, Oxford Reading Tree & Rigby Star. They also use a range of phonics schemes including Jolly Phonics & Letters & Sounds.

Please click on the following link to access further information concerning the National curriculum including:

- i. curriculum by key stages
- ii. programmes of study by subjects
- iii. other curriculum subjects
- iv. curriculum assessment

<https://www.gov.uk/government/collections/national-curriculum>

Homework

Learning at home is an essential part of good education. Regular homework is important as it gives pupils the opportunity to practice at home the tasks covered in class, & helps the pupils work towards improving important skills. It also helps children & young people to become confident & independent in their learning, which will help throughout their time at school & in adult life.

The Amount & Type of Homework

Our homework will focus on:

- i. Reading
 - ii. Phonics/spelling
 - iii. Number/Times tables
- In KS2 pupils may also be asked to do some research on a topic they are studying in school
 - In Y6 pupils will be asked to do some SATs practice activities

Recommended Time Allocation

| Year Group | Time | Notes |
|------------|--|--|
| Year R | $\frac{1}{2}$ hour - 1 hour per week 6 - 12 mins per week night | Reading to & with your child |
| Year 1 | 1 hour per week | Reading, spelling & some other number work |
| Year 2 | 12 - 15 mins per week night | |
| Year 3 | 1.5 hours per week | As above with occasional assignments in other subjects |
| Year 4 | 18 - 20 mins per week night | |
| Year 5 | 2.5 mins per week | Continued emphasis on literacy & numeracy, but also ranging widely over the curriculum |
| Year 6 | 30 mins per week night | |



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Curriculum Framework



Subject Manager Roles

| Subject | Manager |
|--------------|-----------------------|
| Literacy | Mrs Karen Partington |
| Maths | Miss Angela Linthorne |
| Science | Mr Derek Nevell |
| Computing | Mrs Emily Bott |
| PE | Mrs Louise Skinner |
| Humanities: | Mrs Sally Brown |
| i. Geography | |
| ii. History | |
| iii. RE | |
| The Arts: | Mrs Hannah Bakary |
| i. Art | |
| ii. D&T | |
| iii. Music | |
| MF L- French | Mrs Hannah Bakary |
| PSHE | Mrs Louise Skinner |

Subject Time Allocation

| Subject | Time Allocation |
|---|--|
| Literacy | 5 hours |
| Maths | 5 hours |
| Science | 1½ hours |
| RE | 1 hour |
| Computing | 1 hour |
| PE | 2 hours |
| Humanities - History | ¾ hour |
| Geography | ¾ hour |
| The Arts - Music | ½ hour |
| Art | ¾ hour |
| D&T | ¾ hour |
| MFL - French | ½ hour |
| 1. Guided Reading 2. Numerical Fluency Spelling/Phonics Class Novel Handwriting Setting/explaining homework PSHE | 3 hours (NB 1 and 2 approx 1 hour each) |
| Total | 22 ½ hours |

It was noted that some subjects would be taught in blocks (e.g. History for half a term at 1 ½ hours per week, followed by Geography for half a term at 1 ½ hours per week). Where longer sessions are required for music or MFL, these can be alternated or blocked. This policy should be read alongside the following

- i. Assessment policy
- ii. Behaviour policy
- iii. Every child matters - Outcomes Framework
- iv. Equalities policy
- v. Home-School agreement
- vi. Marking policy
- vii. Off-site visits & activities
- viii. Our vision - Ethos & values
- ix. Promoting British values
- x. SEN policy
- xi. SEN local offer
- xii. Teaching & learning framework

Please note that all the above documents are available on the Federation website

If you would like to find out more about the Federation curriculum please contact the Head teacher, via the school office, who will be happy to supply any information you need.

November 2017