

Curriculum policy

Swan Lane First School



Approved by: Ruth Roberts

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1. Aims

Our curriculum aims to:

- **Provide a broad and balanced education for all pupils**
- **Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations**
- **Support pupils’ spiritual, moral, social and cultural development**
- **Support pupils’ physical development and responsibility for their own health, and enable them to be active**
- **Promote a positive attitude towards learning**
- **Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support**
- **Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1**
- **Provide children with a range of learning experiences both in and out of school.**

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

All other staff will ensure that the school curriculum is implemented in accordance with this policy. Every member of the teaching staff leads and monitors a curriculum area. See appendix A

4. Organisation and planning

Reception

The Reception Year at school is part of the Early Years Foundation Stage. This begins when children reach the age of three and lasts until the end of the Reception Year. At Swan Lane we plan our activities in the Reception classes using the six areas of learning from the foundation stage curriculum.

Personal, social and emotional development.

In this area the children develop self-confidence and independence. They learn about feelings, the difference between right and wrong and to respect others. They develop skills such as dressing and undressing.

Communication, language and literacy.

The children develop speaking and listening skills and enjoy stories, songs and poems. We use Letters and Sounds to help children learn to hear and say sounds and link them to the letters of the alphabet. They begin to use this knowledge when reading and writing. They also begin to read and write some common words including those from the school's core reading scheme, The Oxford Reading Tree.

Mathematical development.

The children develop mathematical skills through stories, songs, games and a range of practical experiences. They learn about number with counting activities and learn to read and write numerals. They begin to add and subtract and explore ideas such as more and less. The children learn about shape, pattern position and measuring.

Knowledge and understanding of the world.

In this area the children explore and find out about the world. They use their senses to investigate objects and events. They design and make things and use technology such as computers. The children find out about past events and learn about places. They find out about cultures and beliefs.

Physical development.

The children develop skills to move with confidence, control and safety. They learn to use a variety of small and large equipment. We talk about keeping healthy.

Creative development

The children explore colour, shape and texture using a range of materials and techniques. They make music and express themselves through dance. Children develop imagination through role-play, story-telling and discussion.

Topics

These six areas are used to plan our topics. Topics used may include Nursery Rhymes, Celebrations, Food, Homes, Animals and Water. The activities planned include opportunities for the children to learn through story, imaginative play, practical and creative activities.

We aim to provide the children with a range of activities that motivate them to learn and allow them to gain the skills they will need throughout their time at Swan Lane First School and in later life.

SUBJECTS TAUGHT AT KEY STAGE 1 AND KEY STAGE 2

We teach all subjects of the National Curriculum, with major emphasis on the **Core Subjects** of English and Mathematics. **Foundation Subjects** include Design Technology, Geography, History, Music, Art, Physical Education, Science and Computing. The school guidelines for the subject areas are matched to the needs of the National Curriculum.

ENGLISH

Our scheme of work for English is based on Ros Wilson's "Big Writing" and follows the National Curriculum. Children are taught to master each strand, including: oracy; phonics and spelling rules; handwriting; grammar and sentence structure; punctuation; textual features.

In the Foundation stage and in Key Stage 1, children use synthetic phonics to enable them to read and write using the skills of blending and segmenting sounds. As the children become increasingly confident, they are taught increasingly challenging spelling rules, such as the addition of prefixes and suffixes. This continues throughout Key Stage 2.

Each term, children learn to read and spell a set of 'high frequency' words called 'Learn Its'. Many of these are 'exception words' which cannot be tackled using phonics. In addition to this, children take home spellings to learn at home; these may be 'high frequency' words or words which follow a particular spelling pattern.

Ros Wilson's approach to writing means that during the week the children concentrate on teaching activities that strengthen their knowledge of vocabulary, conjunctions, openers and punctuation. The lessons revolve around preparing for the Big Writing activity on Friday. Teacher directed activities which involve using the interactive whiteboard, games on the internet, paired and group activities and reference to lively classroom

displays prepare the children for the writing task on Friday. Our teaching aims to be lively, fun and informative in striving to interest the children to write. Homework slips give parents the opportunity to take part in this preparation.

MATHEMATICS

The mathematics teaching at Swan Lane First School is geared towards enabling each pupil to develop their capabilities and confidence within the subject. This includes not only the mathematics skills and understanding essential to everyday life, but also developing a sense of enthusiasm and curiosity about the subject. We focus on honing basic skills and being able to use these abilities in real life situations. A range of areas are studied including: number, geometry, statistics, measurement and calculating.

We aim to make our pupils fluent in the fundamentals of mathematics, be able to reason mathematically by following a line of enquiry and solve problems by applying their maths to a variety of problems with increasing sophistication.

To complement our maths teaching we use Big Maths; this is split in to 'Learn Its' and 'CLIC' sheets. Learn Its focus on knowing essential adding and multiplication facts for quick recall, and children try to beat their previous best score each week. CLIC sheets have ten questions using a range of number and calculation skills. When children get 10/10 three weeks running they progress to the next sheet. Children work through the sheets at their own pace and have individual targets to support their learning.

The aims of Mathematics at Swan Lane First School are:

- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- to promote confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- to ensure that children are confident with a range of essential maths skills;
- to understand the importance of mathematics in everyday life.

SCIENCE

Every child has a natural curiosity about the way in which the world works and our science scheme aims to develop and extend this curiosity. The curriculum is organised to ensure that there is progress and depth throughout the Key Stages.

The children look at and explore life process and living things, materials and their properties and physical processes. While investigating these three areas, they are also taught about scientific enquiry. Children develop a knowledge of key scientific concepts through investigation, exploration and research. Children are encouraged to apply their mathematical knowledge to their understanding of science.

Key to our science curriculum is the use of practical activities to develop excitement and curiosity, encouraging children to predict, observe and analyse. All students are taught how to handle science equipment carefully and safely. By using relevant contexts children understand how scientific discoveries continue to/have impacted upon our lives. Encouraging children to explore using a scientific approach develops their ability to explain and understand the world around them.

Children are given opportunities to learn outside the classroom through educational visits and the use of the school grounds. The Forest School area provides an abundance of opportunities to create fascinating learn opportunities. Year 5 children are invited to join the 'Imagineering Club', which explores science and engineering using practical and experimental methods.

Computing and IT

We use information technology as an integral part of teaching and learning across the curriculum. Each classroom is equipped with a computer and brand new touchscreen whiteboards with integrated sound system.

Teachers use a variety of different media to deliver their lessons and engage the pupils, including: animations created with iPad apps, videos created with iMovie, and interactive flipcharts containing all the resources the children need to achieve the lesson objective.

Children have access to a class set of iPads, and as a school we have 90 laptops with access to a pupil server and fast broadband access to the internet. Whilst use of ICT encourages cross-curricular links, and

we are increasingly asking the children to use the resources available to support their learning in other subjects, Computing is also taught as a standalone subject. Pupils now have a secure understanding of basic coding, and are able to program their own apps and games, and get robots to perform a variety of tasks!

E-safety is paramount, and is taught throughout the curriculum from an early age. Our e-safety policy is available to view on our website.

GEOGRAPHY

Geography is taught throughout Key Stages 1 and 2. The children develop their understanding of the key skills and concepts through the study of the four aspects of Geography.

- Geographical enquiry.
- Knowledge and understanding of places.
- Knowledge and understanding of patterns and processes.
- Knowledge and understanding of environmental change and sustainable development.

In Key Stage 1, pupils begin to study their local area and develop the skills required to make plans and maps. This study is then broadened to make links between their lives and the environment around them. The children are introduced to contrasting localities both within the UK and overseas. The children study a locality in Scotland and Mexico. They also follow the journeys of “Barnaby Bear” – a soft toy that the children are encouraged to take on holiday or on outings with them. This adds variety to the geography curriculum at Key Stage 1.

In Key Stage 2, pupils continue to develop their geographical skills and study appropriate fieldwork techniques. They learn to use atlases, globes to aid the knowledge of place and region, as well as using and creating maps. Key Stage 2 also learn about geographical elements of earth, such as volcanoes, earthquakes, mountains and rivers. The pupils have the opportunity to compare their local area to different countries around the world that are very different to their own, such as India and Ghana.

HISTORY

In KS1 our children begin their understanding of history with the ‘History of Evesham’. This involves looking at the differences in clothes, shops and many more elements. They also have the opportunity to study the ‘History of the Seaside’. During this topic, the children will learn the similarities and differences of the seaside then and now. KS1 also begin to look at significant events and people in history, with the Great Fire of London, Bonfire Night and Florence Nightingale being studied.

In KS2 our children continue to build on the experiences and knowledge they have gained at KS1. Topics covered range from learning about both WWI and WWII, the Roman Empire, life in Tudor times and also the comparisons and similarities between Vikings & Anglo-Saxons. Carefully chosen topics and detailed teaching of the different periods of our history ensure our children have a wide breadth of knowledge and understand clearly how our country, and world, has changed so substantially. Furthermore, our children have the opportunity to use many different history resources; text books, videos, posters and artefacts. This is combined with trips such as an ‘Evacuation Experience’, Bishop’s Wood and a trip to the Shakespeare Birthplace in Stratford.

Design and Technology

At Swan Lane pupils use their creativity and imagination to design and create products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. Pupils begin by evaluating past and present design and technology and develop a critical understanding of its impact on daily life.

Children are encouraged to practise skills with activities involving cutting, sticking, folding, cooking, sewing and computer designing.

They will then plan and develop their own design and use their skills to work safely and carefully with tools, equipment and materials to make quality products. They finish their topics by talking about how they could improve their work.

Art

We enjoy Art at Swan Lane and encourage it as a means of self-expression. Children are taught a range of skills to further develop their knowledge and understanding of art and artists.

We aim that children will be confident in expressing their feelings and ideas through art whilst using a wide range of materials, continuing to develop their skills and techniques. They are encouraged to look at the world from an artistic perspective and also examine art from different times and cultures, using a variety of media to interpret what they see. For example, there are opportunities for using paint, pastel, clay, textiles, collage, printing and ICT.

Just like a professional artist, their ideas are explored and developed through their own sketch books which travel with them throughout their time at Swan Lane. Children's art work is displayed in classrooms and around school, this contributing to pupils' self-esteem and enabling them to view and appreciate the work of others.

Music

Music has always played an important part in the life of pupils at Swan Lane. Teachers base their work around published schemes such as 'Music Express' and 'Sing-Up'. Lessons cover performing, composing and appreciating music. The work is mainly practical and often includes the use of both tuned and un-tuned instruments. There is also an opportunity for children to use technology, such as iPads and laptops to create and edit music.

From Year 3, children have the opportunity to sing in the school choir. Practices take place during lunchtimes, and lead to performances at Christmas and at other events throughout the year. The choir also has the opportunity to perform at local cluster events which are always popular.

We are able to give the children an opportunity to learn a musical instrument. External music tuition is presently offered in violin and flute. Year 4 pupils take part in the 'Fame' scheme whereby each child learns to play an instrument. This year pupils are learning to play either the fife or the violin/cello.

Pupils in Years 3 and 5 have some music lessons taught by a specialist music teacher from Worcester Youth Music.

PHYSICAL EDUCATION

The school is well equipped in the physical education department with a large playing field, a well designed, spacious gymnasium and extensive playground space.

Physical Education plays a large part in the development of children at Swan Lane School. The children are encouraged to lead an active lifestyle both in P.E lessons and as a more general aim for the school. Throughout both key stages the children follow a variety of areas of P.E including games, gymnastics and dance. The children will all swim at the local pool from years 3 to 5.

The aims of P.E in our school are to encourage participation at all levels of ability and to reward all successes no matter how small. The children will be encouraged to work as individuals, in small groups and as part of a larger team. We try to cater for all abilities across the curriculum area with the emphasis being on inclusion. Provision of P.E at our school is excellent with 2 to 3 periods a week dedicated to the subject.

Through extra curricular clubs and activities the pupils are able to participate throughout the year in sports such as football, hockey, orienteering, cricket, rugby and netball. Our school has strong links with the local cluster group and we participate in several local sporting events. The children are encouraged to take part in a weekend field visit to Malvern at the end of year 5 to further their life experience and to challenge their abilities.

RELIGIOUS EDUCATION

The teaching of R.E. at Swan Lane is based on the County Agreed Syllabus. Children are taught about a number of different faiths as they move through the school. Different facets of each faith are looked at in isolation and, where appropriate, compared. In addition to learning about the life and experiences of people who live with a faith, children are encouraged to consider relevant questions and moral scenarios. Furthermore, children will compare and contrast the lives and experiences of others with their own.

When learning about world faiths, children will explore their own spirituality and experiences, including:

- Personal spiritual beliefs and understanding

- Relationships with each other
- Caring attitudes
- Feelings, experiences and thought
- Interest in and reflection upon the world around them

All children have the opportunity to take part in a spiritual act of worship which is broadly Christian in character and appropriate for their age and interests.

Parents have the right to request that their children be withdrawn from daily worship or from religious education lessons. All requests should be made in writing to the Headteacher.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

PSHE is taught at Swan Lane First School to enable the children to lead independent, happy lives, and to develop their self-confidence. This involves taking responsibility for their own health and well-being. In this subject, children learn about these important life skills. They learn not only about their own rights, duties and responsibilities but also about the rights and responsibilities of others. We aim to help them respect and value the richness and diversity of our society and to play a positive role in the community.

PSHE is often taught

- through other subjects
- through special time set aside
- by creating special opportunities for children to take responsibility and work together as a team

Through PSHE the children are taught personal skills, such as how to

- be more independent and confident
- see what their own strengths are
- think about what's fair and unfair, right and wrong
- set themselves goals, and try to achieve them
- keep themselves safe and healthy

They also learn social skills:

- they think about what kind of groups they belong to, and how they contribute to them
- they learn that it is important to respect others and to get on with them

We look for opportunities to teach these skills and ideas in everyday life. For example, your child might discuss classroom rules with other children and the teacher. In science they will learn simple hygiene rules such as the importance of washing their hands and how some drugs can be good for the body (medicines) while others are harmful (prohibited drugs). We use the teaching of Personal, Social and Health Education to help children think about treating others with consideration and to resist unwanted pressure.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

In our school we aim to help each child reach the highest level of personal achievement. Children with special educational needs are identified at the earliest possible opportunity and monitored carefully as they progress through the school. Sometimes these needs have already been identified before the children start school. We work closely with pre-schools and outside agencies to ensure continuity of provision.

Children have a range of special educational needs which are supported in different ways. Children may be supported in school by teaching assistants working with them in the classroom or with targeted work in a small group outside.

Some children may require more specialist support and we receive advice and support from outside agencies. These may include BST (Behavioural Support Team), CPS (County Psychological Service), Speech and Language Therapy, Occupational Therapy, Physiotherapy and PDOT (Physical Disability Outreach Team).

All these children are supported in a way that acknowledges their entitlement to share the same learning experiences. At all stages parents are kept fully informed and are invited to attend meetings and make an active contribution.

We also provide support for children who require additional input to allow them to catch-up with their peers. This takes place in small groups with a teaching assistant or additional teacher, either in the classroom or outside.

MODERN FOREIGN LANGUAGES – FRENCH

We teach French to all pupils from Year 2 upwards. The materials we use to teach this subject are lively and interactive, with the emphasis being on oral proficiency.

SEX EDUCATION

In general terms, we try to answer children's questions as they arise and provide simply what information is felt to be appropriate at that point in time. Sex education is an integral part of the school's Personal, Social, and Health Education Programme which is available for parents to read on request.

Planning

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Teachers meet to plan weekly lessons following a Curriculum Overview that the whole school follows.

At the Foundation Stage we identify assessment opportunities on medium term plans in line with the Early Learning Goals. Baseline assessment is used to plan work for groups and individuals. The Foundation Stage Profile is used to assess pupils in line with the Early Learning Goals

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Learning Walks and Observations, Book Trawls and meetings with Curriculum Leads.

Subject Leads monitor the way their subject is taught throughout the school by:

- Carrying out Planning Scrutinies, Learning Walks, Learning Observations and Book Trawls.

Subject Leads also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- E- Safety
- All Subject Policies
- Homework Policy
- Teaching and Learning Policy
- Gifted and Talented
- SEND Policy
- Inclusion Policy
- Disability and Equality