



THE FLYING START FEDERATION

Curriculum Policy Statement

FEDERATION VISION

We provide high quality teaching and learning to ensure that every child reaches their full potential for academic, creative, sporting and personal achievements.

Our ambition is to inspire your child with a thirst for learning based on our agreed core values (respect, kindness, honesty, courage and forgiveness) by encouraging a confidence to face individual learning challenges. Pupils will be prepared both socially and emotionally within a safe, happy and inclusive environment in readiness for the next stage of their education.

*We strive for excellence and expect our pupils to be the very best they can so that they are **flying** high from the very **start**.*

At the Flying Start Federation we:

- enable pupils that attend our school to achieve their full potential and success;
- set challenging expectations of educational standards and achievement, acknowledging and challenging disadvantage and discrimination in all forms;
- value individuals and communities;
- acknowledge specific individual needs and meet them as far as possible within available resources;
- provide wide and varied education experiences, which are based on the Foundation Stage Curriculum and the National Curriculum 2014;
- enable pupils to receive an education that will serve them well beyond their primary school experience;
- ensure the ethos of the school provides a valuable learning experience for all young people.

Our curriculum is designed (with our learners at the centre) to;

- meet the needs of all learners- it is therefore based on assessment and needs to be flexible and involve the pupils in developing and evaluating the provision;
- develop the learning competencies of our pupils- curiosity, thinking, learning, resilience, responsibility and independence;
- excite and engage and motivate pupils in learning;
- to develop the key skills- investigate, analyse and synthesise, develop and create, evaluate. communication across all subjects, working collaboratively or independently;
- make meaningful connections between subject disciplines but recognising that some subjects will be taught discretely at times;



- around the core literacy and mathematical skills;
- develop respect for each other, and the local and global world around them;
- understand the impact they can have on others and local and global world around them;
- provide opportunities for the intellectual, physical, emotional, social, scientific, aesthetic and creative development of every learner;
- provide an education that enables them to develop the knowledge, understanding and skills identified in the Foundation Stage Curriculum and National Curriculum and to strive for excellence in all that they do.

In addition, pupils with special educational needs (SEN) are entitled to:

- an assessment of their needs including using the Devon Graduated Assessment of Need and other appropriate assessment tools.
- Universal provision/ first quality teaching that is adapted to meet their needs as far as is reasonable
- Provision maps or Individual Education Plans to support progress
- Additional support within lessons where required with existing resources

In addition, in the Foundation Stage children are entitled to:

- access to an environment both indoors and outdoors, that is stimulating, safe, clean and well-equipped
- a curriculum based on Guidance for the Foundation Stage Framework

In addition in Key Stage 1 and 2 pupils are entitled to:

- a curriculum to be supported through use of units of enquiry that brings together objectives from across the subjects.
- opportunities to support social and speaking and listening skills
- have a set amount of homework
- opportunities for outdoor and extra curricular activities
- opportunities to take part in educational visits
- opportunity to take part in performances
- swimming tuition to a certain level of competency (at present 25m by the time they reach Year 6)
- opportunities for 'adventurous' outdoor activities (OAA)
- Learning is facilitated through an engaging and inspiring curriculum that enables children to be motivated to work hard and take on responsibility for their own learning and develop and all staff are required to expect the highest standards of themselves and the pupils.

Expectations and what Teachers and TAs Do	Expectations and what Children Do:
<ul style="list-style-type: none"> • Set high expectations of learning behaviour and what can be achieved • Carefully design learning tasks to match need and challenge thinking • Misconceptions quickly picked up by listening and questioning • Give children focused feedback (verbally and through marking) that moves learning on. • Regularly check learning, readjusting, refocusing and re-challenging. 	<ul style="list-style-type: none"> • Make progress in every lesson • Approach challenge with a growth mind set • Talk about what they have learnt and what they are learning • Make connection with previous learning • Work independently because learning has been appropriately modelled and scaffolded (where necessary) • Regularly evaluate their work and learning and that of their peers
<p>Ask open ended questions and teach reasoning strategies to develop and deepen thinking and understanding</p>	<p>Ask open ended questions and use reasoning strategies to develop and deepen thinking and understanding</p>

Within the context of Performance Management, we:

- regularly sample pupils’ work across schools, ascertain levels of attainment and set challenging targets;
- evaluate the quality of our teaching and its impact on pupils’ attainment and ensure consistency within our learning and teaching- using the rubric above;
- ensure we develop our own professional expertise through high quality collaboration and CPD in order to improve pupils’ progress;
- ensure all staff have opportunities to develop their professional skills;
- evaluate pupil and staff performance through an annual monitoring/observation cycle.

In conclusion

The school has an open door policy with parents, inviting them to discuss any issues or concerns as soon as they arise. We hold regular termly meetings for parents, and keep them informed of their child’s progress.

In an endeavour to strengthen our link with parents, we:

- Publish important policies, practices and events
- Have regular forums, parent curriculum workshop and parent/teacher meetings.
- Produce a school welcome/induction booklet that explains the values, life and organisation of the school
- Have a Home/School agreement that sets out the expectations of parents, staff and pupils



- Have a Governing Board that supports and recognises school success and on-going development
- Know parents, Governors and teachers play a role in setting school and pupil progress targets
- Value parents partnership in working with us at school

Signed _____

Date _____

Chair of Teaching & Learning Committee

Date approved:	12.06.2018
Approving committee:	Teaching & Learning Committee
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Version History

Version	Date Issued	Brief Summary of Change	Owner's Name
0.1	21.11.2012	Policy Approved	Gina Finch
1.1	16.06.2015	Approved	Gina Finch
2.1	26.04.2016	Annual Review	Gina Finch
3.1	02.05.2017	Annual Review	Gina Finch
4.1	12.06.2018	Annual Review	Gina Finch