

Swaffham Prior CE Primary School



Curriculum Policy

March 2019

Our school is:

- A safe, supportive and stimulating learning environment;
- A team of respectful, tolerant and curious citizens;
- A community where everyone aspires to be the very best that they can be;
- A community of resilient lifelong learners.

Intent

At Swaffham Prior CE Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip our children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our aim is to design our curriculum to ensure that our pupils become resilient problem solvers who make links in their learning and can apply their knowledge. We understand that pupils need to express themselves articulately and confidently in order to work collaboratively and question the world around them. In an ever-changing world our pupils will have an awareness and understanding of where and how others live.

Our Christian values and vision underpin our curriculum and through our curriculum design we want to ensure that children are encouraged to:

- **Wonder**
- **Be thankful**
- **Have compassion**
- **Have perseverance in all they do**
- **Have hope**
- **Work towards peace**
- **Be active participants in the community**

This policy highlights classroom practices and procedures that promote high quality teaching and learning.

Aims

Our curriculum aims are 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 pupil's spiritual, moral, social and cultural development.
- Support pupil's 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.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the **Special Educational Needs and Disability Code of Practice 2014** and **Equalities Act 2010** and refers to curriculum-related expectations of governing boards set out in the Department of 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**.

All staff and governors will ensure that the school curriculum is implemented in accordance with this policy.

Effective Learning

Children are taught relevant skills and knowledge in all subjects whenever possible in a cross-curricular way. English and Maths skills are encouraged to be used at all times. We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We take into account the different forms of emotional intelligence when planning teaching and learning styles in order that pupils learn to:

- Acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Develop skills and capacity to work independently and collaboratively.

We offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements. The learning styles used include:

- Independent work;
- Paired work;
- Group work;
- Whole-class work;
- Investigation and problem solving;
- Independent and group research;
- Asking and answering questions;
- Debates, role plays and oral presentations;
- Watching and responding to live drama and musical presentations;

- Creative activities;
- Designing and making things;
- Use of the I.C.T;
- Use of games;
- Outdoor work and visits to places of educational interest;
- Use of audio-visual resources;
- Participation in athletic or physical activity.

EQUAL OPPORTUNITIES:

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress in the foundation subjects through the provision of a balanced curriculum – striving to meet basic skill levels for all Literacy and Numeracy. Swaffham prior CE Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.

ABLE, GIFTED AND TALENTED:

Provision is made to develop the talents of more able pupils in a variety of ways. Through increasingly complex investigative tasks, and open-ended tasks which enable them to tackle more complex issues and understand more difficult concepts.

SPECIAL EDUCATIONAL NEEDS:

Pupils with Special Educational Needs are supported to help them succeed in all areas of the curriculum. Staff support less able children and liaise with the Special Needs Co-ordinator when they are concerned about a child's progress. Pupils with learning difficulties will be given tasks which will be broken down into smaller steps, thus giving them achievable goals. In cases of sensory or physical difficulties the school will endeavour to provide special appropriate apparatus.

Curriculum Organisation

All guidelines are met for time allocation for all foundation subject teaching throughout the year. Science is taught each week and not in a block format. Enrichment weeks, visiting experts and trips are used to bring the curriculum to life.

As there are mixed-age classes, the curriculum overview is on a four-year cycle and indicates which themes are being covered and how they inter-link with different subjects to meet the 2014 National Curriculum objectives (Appendix A).

SOCIAL, MORAL, SPIRITUAL, AND CULTURAL:

Through the attitudes we promote in our teaching of all subjects, we aim to develop pupil's social, moral, spiritual and cultural understanding. We are aware of the Christian values and ethos within our school and take account of this in our planning and teaching.

EDUCATION FOR CITIZENSHIP:

Within our school the whole curriculum contributes to the education of pupils for citizenship by encouraging their development of key attitudes and skills. These enable our pupils to explore and make informed decisions. Through the use of a balanced range of teaching methods pupils are actively involved in lessons. Group work supports the development of personal and social skills by encouraging the children's co-operation, patience and open-mindedness towards the ideas of others.

ENVIRONMENTAL EDUCATION:

The children are encouraged to develop an awareness of the environment through direct experiences as well as secondary sources. We aim to stimulate their knowledge and how and why we need to maintain, protect and improve the quality of the environment. Pupils are encouraged to participate in a range of tasks and activities inside and outside of the classroom and to make use of the wide variety of possibilities our school site offers.

LEARNING ENVIRONMENT:

We believe that a stimulating environment sets the climate for learning.

An exciting classroom promotes independent use of resources and high-quality work by the children.

- We change displays regularly to ensure that the classroom reflects the topics studied by the children.
- We ensure that all children have the opportunity to display their best work at some point during the year.
- We use Working Walls in Maths and English.
- Classrooms have a range of dictionaries and fiction and non-fiction books, which are attractively presented.
- Resources and equipment stored in the classroom are readily available and attractively labelled to promote independent learning.

Pedagogy

The curriculum can be delivered in a variety of ways. Classroom therefore should be organised in a way that allows the children to access necessary resources and equipment depending on the type of activity being undertaken. As children progress through the school, they are encouraged to take increasing responsibility for the choice and organisation of resources, thus reflecting their greater independence and maturity. At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for those different learning styles.

Lessons are taught in a range of formats:

- Mixed age classes
- Single year groups

- Mixed ability groups
- Occasionally ability groups
- Smaller intervention groups
- Pairs and individual learning

Teaching Style:

Our pupils are provided with a range of learning experiences, dictated by the nature and content of the activity being undertaken e.g. questioning, speculating, describing, explaining, predicting, direct teaching, handling artefacts, research, observing, visits.

When teaching we focus on motivating the children by:

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity.
- Ensuring there is balance of appropriate teaching styles used and suitable teaching strategies.
- Using interesting and good quality resources and visual aides to aid effective learning.
- Building on their skills, knowledge and understanding of the curriculum.
- Using the school curriculum plan to guide our teaching with clear learning objectives.
- Make effective use of time and insist on high standards of behaviour.
- Use Home-Learning effectively to reinforce and extend what is learned in school.

The make-up of each lesson follows the guidelines and content set out in the 2014 National Curriculum. Typically, lessons include thinking/introduction time, a main teaching activity and plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including visual, audio and kinaesthetic methods as well as closed/open questions, discussion, debate, illustrations, labelling, ordering, identification, written work, recording observations, designing, individual/group investigations, audio/visual equipment, role play and drama.

The learning objectives and success criteria are introduced to the whole class through the use of stimulating varied starting points. Teachers assess the learning on an on-going basis and adjust their lessons accordingly (Assessment for Learning).

USE OF I.C.T:

I.C.T. is incorporated in the curriculum in a variety of ways:

- All classrooms are equipped with an IWB to stimulate children's learning.
- A bank of laptops/IPADs with foundation curriculum software can be used in lessons.
- Software is available on laptops and IPADs.

LINKS WITH OTHER SUBJECTS:

Subjects are linked – when appropriate. An over-arching theme for a term allows for cross curricular links and the content is informed by questions from the pupils. An enquiry-based approach is encouraged that covers a range of skills and relevant knowledge.

SAFETY:

At all times the safety of the children is paramount. We aim to teach and learn in as safe an environment as possible. Health and Safety guidelines are followed at all times so that pupils work in a healthy and safe environment.

- We ensure that all tasks that the children undertake are safe and identify risks in the plans.
- Educational visits are seen as important way of enhancing the curriculum, but prior to any visit we consult the Head Teacher and complete the risk assessment form.
- Where necessary, Risk Assessments are undertaken and shared with both participating staff and pupils.
- Parental permission for educational visits is always sought.

Assessment:

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individuals strengths and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities. Assessment information is completed termly by staff on Pupil Asset to show attainment against the 2014 National Curriculum descriptors.

Assessment is used to inform future planning and teaching and takes place in many ways:

- Day to day assessment is carried out through constructive marking. AfL, observation in class and verbal discussions with the children.
- Self and peer assessment.
- A more formal assessment is carried out every term in Maths and English using PIRA and PUMA tests.
- The results of this assessment (along with teacher assessment) are used to determine strengths and areas for development and if they are working at age-related expectations.

REPORTING:

Parents are invited to attend termly assertive mentoring meeting, where they can discuss their child's progress with the class teacher. The child's teacher also provides an annual report to parents.

Curriculum Monitoring, Review, Evaluation and Revision

The curriculum co-ordinator is responsible for monitoring the curriculum. Monitoring is done in several ways, including:

- Regularly looking at the class work in books and classrooms.
- Monitoring planning.
- Through analysing assessment data.
- Monitoring targets.
- Lessons observations.
- Work scrutiny.
- Displays.
- Curriculum walkabouts

- Pupil discussions
- Business meetings
- Staff meetings.
- CPD.

The curriculum co-ordinator is responsible for keeping abreast of current developments in the teaching of the whole curriculum, with the assistance of the headteachers, and feeding these developments back to staff, governors (on a yearly basis) and all stake holders.

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum”.

Links with other policies.

This policy links to the following policies and procedures:

- EYFS
- Assessment Policy
- SEN policy and information report
- Equality information and objectives
- Pupil Premium
- More Able (or gifted and talented)
- Sex and relationship education
- Subject policies

Roles and Responsibilities:

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.
- *Academies, including free schools, only (amend as necessary):* The school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes English, Maths and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- 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 in actively in decision-making about the breadth and balance of the curriculum.

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.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all the 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.