



Signature of Chairperson

Sandy Lane Primary School Curriculum Policy

The Aims

- to inspire creativity and curiosity across the curriculum
- to promote independent learning and encourage self-reflection
- to ensure that the expectations of the National Curriculum are covered
- to develop speaking and listening and collaborative skills
- to ensure a good progression of skills across subject areas within a context
- to demonstrate a caring, respectful attitude towards each other within the community
- to embrace the opinions and beliefs of all
- to develop pupils resilience in a happy and safe learning environment

Curriculum development

From September 2014, the school has implemented the new National Curriculum requirements using Cornerstones as a stimulus for planning and creativity. The curriculum incorporates all skills for the different year group expectations from the National Curriculum across the different subject areas, using a context.

The coverage of the National Curriculum skills for each subject area are organised within continuous, blocked and linked units of work with skills coverage being mapped out over a two year rolling programme. Subject and universal skills are taught through a cross-curricular thematic approach.

Curriculum Objectives

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding. To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
- English skills are linked to other areas of the curriculum to contextualise learning and make it purposeful.
- To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks.
- To provide opportunities for children to explain the pattern and relationships that form the basis of mathematics.
- To develop mathematical skills and apply them to practical solutions through problem solving and investigations.
- Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.

- To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday life. The opportunities we give for raising questions in science enables children to use and understand scientific concepts and vocabulary.
- To give children opportunities to experience their own environment and the wider world both past and present through exploration in different subjects.
- Science, History, Geography, Art and Design, ICT and Design and Technology are taught through creative curriculum topics.
- Music, PE and RE are taught more discretely with links to topics where possible.
- To encourage flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.
- Creative and emotional intelligence is promoted through all subjects.
- Physical health and well-being is taught through PE activities, PSHE (including Health weeks once a term), Science and Design Technology.
- Children should approach tasks and activities with enjoyment, independence and interest.

Curriculum Organisation

The progression of skills has been identified in all curriculum areas. There are skills that run through the whole of the curriculum, for example English (including spelling, grammar and punctuation), Maths, and ICT. However, links are established between many areas to identify where skills can be taught and applied through a topic. A considerable part of each week is given to teaching Mathematics and English as individual subjects and they are planned in a continuous sequence of lessons or activities.

All other subjects are taught in a two year cycle within appropriate topics. Topics will be taught over a half term and will be planned in the phases to ensure consistency and progression.

Personal, Social Health and Economic Education and Citizenship is taught through assemblies and in specific sessions along with health weeks once per term.

SMSC is embedded throughout all teaching and learning.

Curriculum Planning

There are three main areas of the School:

Early Years (Foundation Stage), Key Stage One, Key Stage Two.

However curriculum planning happens broadly within groups of two years:

Reception, Yrs1/ 2 (Phase KS1), Yrs 3/4(Phase LKS2), Year 5/6 (Phase UKS2).

We have planned coverage of the curriculum through a two year framework for each phase. This indicates subjects that are taught in topics.

Sandy Lane uses Cornerstones as a stimulus for planning and curriculum coverage. The topics are divided into different stages:

- Engage

Starting with a memorable first hand experience

Begin observations, research and setting questions

Fully engage with the new topic.

- **Develop**

Improve knowledge and understanding

Develop and practise new skills

Explore, make and do

- **Innovate**

Apply skills and knowledge in real life contexts

Solve real and imagined problems through learning

Gain inspiration from creative activities

- **Express**

Become performers, experts and informers

Link learning back to starting points

Share and celebrate achievements

Long term planning

The long term plan organises curriculum skills into topics to be covered through a two year rolling plan. All curriculum skills have been mapped out onto a long term overview. Topic overviews then provide greater detail about the skills to be covered during that half term. It provides teachers with an overview of what is taught throughout the school and identifies consistency of teaching.

Coverage is monitored by Phase Leaders against the curriculum skills document. This ensures that all skills are taught over a two year cycle.

The Foundation Stage long term plan is developed using the Early Learning Goals in a one year programme.

Medium term planning

Teachers plan half termly within phases to identify learning objectives that link to the National Curriculum progression of skills and the school's progression documents. They organise a medium term plan to indicate: skills, activities, English links, ICT links, SMSC links and an end outcome. Each topic has a hook or memorable experience at some point throughout the topic. Medium term planning is archived for future reference.

Half termly topic webs are sent home to share curriculum coverage with parents/carers and inform them of the focus for the half term.

Short term planning

Teachers plan and organise their teaching within the agreed medium term planning on a weekly basis. Although this may be a shared task, individual teachers may organise other activities to support learning outcomes of the children in their class. Pro forma for planning are available on the computer network and planning shows clear learning intentions linked to the 2014 curriculum and assessment for learning strategies.

Teaching Approaches

Teachers employ different teaching styles to suit the ability of each child across the curriculum. A range of visual, auditory and kinaesthetic approaches are employed to support the learning needs of all pupils. A range of strategies are used to foster children's curiosity and develop inquisitive minds along with promoting independent approaches to learning.

Wherever possible, children will be given the chance to take part in memorable experiences such as trips, visitors and events in order to engage, stimulate and enthuse learning. Children are taught skills within a range of contexts to enable them to deepen their learning within real life experiences.

Teaching and learning is tailored to the individual needs of each child, ensuring that they are both challenged and supported. Work is differentiated to cater for all ability ranges.

Access and Entitlement

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of children's different starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become confident in their abilities.

Progression

The links we foster between each class in the school and between this school and the next include:

- planned continuity and progression of skills found in the long term plans.
- pupil achievements tracked and monitored.
- liaison with Secondary Schools.

Specific issues relating to the under five's Early Year profiling and home school links are found in the Early Years policy statement.

Staff Roles and Responsibilities

Subject leaders have the responsibility of reviewing policy, monitoring the skills progression and standards in their subject area. Each will maintain a portfolio of evidence which may comprise planning exemplars, children's work, photos and evidence from pupil interviews. Staff have a responsibility to a curriculum area to implement policy, monitor development and assist in the planning of the curriculum. Phase leaders will monitor the curriculum across the key stages for consistency.

Monitoring and Evaluating

Phase leaders have the opportunity for weekly meetings to consider such matters as consistency and continuity in terms of content, assessment and record keeping. This is achieved within phases through:

- Joint planning.
- Moderation of children's work.
- Work scrutinies.
- Learning walks.
- Monitoring of record keeping and planning.

In addition to this, further monitoring is conducted through:

- Triangulation of evidence from focused classroom visits and work scrutinies by the Head teacher, Deputy head teacher and phase/subject leaders
- Regular analysis of data through trackers and Raise Online.
- Pupil Progress meetings
- Validating judgement meetings
- Whole school subject scrutinies
- Learning walks

Regular meetings of whole staff take place to share particular successes and ensure consistency and continuity across year groups and key stages.

Governors are regularly invited to participate in observing a range of curriculum areas in order to make 'Curriculum Committee' evaluations of our success.