



Curriculum Policy

Learning together, achieving together
Our aim is to enable every child to shine

Approved by Staff: Autumn 18

To be reviewed: Autumn 19

Person Responsible: Headteacher

Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within Spixworth Infant School. The policy aims to take into account the diversity of our learners and provide equality of opportunity for all.

Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the curriculum guarantees we, as a school, provide to develop the independence and responsibility of all of our pupils. At Spixworth Infant School we ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can use their own self-belief to be independent learners as well as work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Our Curriculum

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners.

Our curriculum is designed to develop lifelong learners through the following:

- We are an inclusive school. We value the way in which all children are unique. We treat them with fairness and honesty. We aim to enable each person to be successful and provide equal opportunities for all children in our school. Our curriculum promotes respect for the views of each individual child and is tailored to support their learning, social and emotional needs.
- Through a growth mindset approach, we create learning experiences that provide children with the opportunity to grasp an understanding of self-belief, where they rely on their own effort and ability to achieve. We actively encourage children to reflect upon their own self-worth in order to confidently take on challenges independently.
- Through planning and facilitating regular educational visits, visitors and events and through our commitment to outdoor learning and enrichment, our curriculum is designed to inspire and engage learners. Links between individual subjects and real-life experiences are explicit making learning purposeful and meaningful.
- We value our environment, and we aim, through our curriculum, to teach respect for our school, our community and our world.

Aims

The aims of Spixworth Infant School curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.

- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be inquisitive and reflective.
- To develop pupil's resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable children to be positive citizens in society.
- To enable all children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.
- To deliver a curriculum that encourages respect for the environment and society.

Core Values

Our school core values are central to all we do. The curriculum offered at Spixworth Infant School will enable the children, at a level appropriate to their age and ability, to be **STARS**:

- **Safety:** We feel safe at school and know how to keep ourselves and others safe.
- **Teamwork:** We work together and understand how our behaviour affects our learning.
- **Achievement:** We always try our best in everything we do even when we find things difficult. We know how we can get even better.
- **Respect:** We respect the views, opinions and rights of everybody.
- **Stimulating:** We learn about things that interest us and challenge each other's thinking.

Organisation and Planning

In the Early Years Foundation Stage, and at Key Stage 1, we adopt a creative curriculum approach to planning. We plan the curriculum carefully, where appropriately collaboratively across the school and with the nursery, so that there is consistent, coherent and full coverage of all aspects of the Early Years Foundation Stage and Key Stage 1, with planned progression in all curriculum areas. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively.

EYFS: The four guiding principles of a unique child, positive relationships, enabling environments and understanding that children learn and develop in different ways, drive the teaching and learning. We use non-statutory development matters to inform planning and provide opportunities to plan from children's interests and incorporate next steps in their learning.

KS1: The National Curriculum is used to inform a mixture of discrete subject and holistic cross-curricular teaching. The children continue developing from the EYFS curriculum with opportunities to explore and gain greater depth in their own learning and interests.

Long-Term Plans: We have a 3-year rolling programme of topics. This indicates what topics are to be taught in each term and year as well as identifying each related enquiry question and enhancement event. Children are actively included in how each topic is developed; their input inspires their interest and engagement. We review this long-term plan on an annual basis. Within a topic subjects may be taught in conjunction with others in order to produce shared outcomes or may be taught discretely.

Medium-Term Plans: Our medium-term plans give clear guidance on the skills that we are developing for each subject and identify how, where appropriate, these link to the context of the theme. We use skill-based teaching for all subjects which are based upon the objectives of the renewed curriculum for 2014.

Short Term Plans: Our short-term plans are those that our teachers write on a weekly or daily basis with flexibility to identify and address individual gaps and learning needs. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Teaching

The Teaching of Topics

Each topic is based around the timeframe of a half term.

At the beginning of each topic, children will engage with the topic through the enquiry question. What children know and wonder in relation to the topic will be identified and will form the direction of travel within the topic. An outcome, identified early in the topic, may take many forms, including practical. The proposed outcome will give further purpose and meaning to the learning sequence to come. The classroom environment will be enhanced to support the children's immersion within the topic.

Throughout each topic children will gain skills, knowledge and understanding in relation to individual subjects (Geography; History; Art and Design; Design Technology) and across one or more curricular. Teachers will plan sequences of lessons that meet the identified learning objectives in the long-term plan in the context of the topic and children's interests surrounding it.

An event, visit or visitor will be included as enhancement for each topic. At the beginning of the topic, enhancement will serve to further enthuse and inspire the children, giving rise to questions that may lead future learning. Within the topic, enhancement will support the children's developing understanding. Where the enhancement is planned for the end of the topic, it will be used to consolidate or celebrate the learning that has taken place.

The Teaching of English

In English, our aim is to enable each child to communicate effectively and creatively through spoken and written language and to gain the skills necessary to enjoy and appreciate literature in its rich variety of forms. Our English curriculum is based on the key objectives in the National Curriculum. Teachers plan sequences of learning that enable the children to progress through the following four phases:

- **Phase 1:** Immersion in the genre. Children will explore and respond to a range of quality texts. Spoken language and understanding will be the focus.
- **Phase 2:** Ideas development. Visual English and Drama will support understanding.
- **Phase 3:** Writing skill development. Features of text type, structure and grammar will be explored and analysed.
- **Phase 4:** Developing a creative outcome. Phases 1-3 culminate in a final piece of writing.

Shared, guided and independent reading and writing may take place at each point within the teaching sequence. Cross curricular links will be made wherever possible.

Guided Reading

Every child will usually undertake Guided Reading twice weekly. Groups will include children working on the same learning objective. Books may or may not relate directly to the topic.

Phonics

Every child will take part in a daily phonics session. Letters and Sounds will provide the teaching sequence, supported by actions and handwriting ditties in the style of Read, Write Inc.

The Teaching of Maths

In Maths, our aim is to ensure each child reaches their fullest potential in the knowledge and application of mathematical skills. Our Maths curriculum is based on the key objectives in the National Curriculum. We plan on a daily basis taking into account children's progress and individual needs.

We strive for our children to be well developed in fluency, reasoning and problem solving by the end of key stage 1. We aim for our children to enjoy Maths, to study it with confidence and to gain a sense of achievement from it. Our curriculum enables children to apply their mathematical knowledge in other areas such as Science.

Our main whole school teaching approach is through high-quality problem-solving activities where children are encouraged to apply their skills, develop perseverance, make connections and seek solutions. Great importance is placed on the spoken language used in lessons. Children are supported through hearing quality and varied Maths vocabulary from adults and are encouraged to use it daily through 'Maths talk.'

Science and Forest School

Science is taught as a discrete subject that links to the topic. Children are encouraged to work scientifically by asking questions, making observations and using simple equipment to investigate their findings and perform simple tests.

We aim to make science practical and to link Maths and English skills to apply children's learning. We use the outdoors to experience learning about animals and their habitats, seasonal changes and plants and living and non-living things.

Every child will take part in Forest School as part of weekly Enrichment (see below). Children develop their own interests as well as developing team work, social and emotional skills through outdoor learning and activity. Links will be made to the topic wherever possible.

Computing

There is an annual overview of aims across the year groups for Computing. Class teachers plan the Computing curriculum around the 3-year rolling programme of topics to ensure children are able to develop their computing skills within a purposeful context. Computing lessons are planned to equip children with a variety of necessary skills, which will enable them to access and use technology safely and confidently.

The children have access to a range of technology at school, such as laptops, iPads, programming resources and voice recorders. Through discrete lessons, children will build on their skills and broaden their knowledge of computing in the three aspects of the computing curriculum: computer science, information technology and digital literacy. These skills will also be applied across the curriculum to enhance children's learning opportunities.

Children will also learn about keeping safe online through half-termly assemblies led by the school's e-safety champions.

PE

Every child will take part in at least two hours physical exercise every week. Every child participates in two structured sessions of PE each week as well as opportunities to develop their physical skills across other areas of the curriculum. Links will be made to the topic wherever possible. At least twice weekly, all children participate in a 'Daily Mile' in which children walk, jog or run continuously for 15 minutes.

Music

Music is taught making use of the Charanga Music Programme as well as discretely across all areas of the curriculum. It is recognised that musical memory supports learning and enjoyment in learning.

RE

The RE curriculum is planned to support children's understanding of religious and cultural similarities and differences. A long-term plan is in place incorporating a range of festival/celebration days.

PSHE

PSHE is taught discretely across the day in response to children's needs and explicitly following a long-term plan. The school Core Values, Philosophy, Child Whispering, Pupil Councils and UN Rights of the Child sessions provide further links to PSHE.

Enrichment

One afternoon per week is dedicated to Enrichment. Children participate in six different skill building activities per term that go beyond the National Curriculum for their age group. Examples of Enrichment activities include: Mandarin; Mindfulness; First Aid; Forest School; Yoga; African Drumming

How we Record our Curriculum

The following table stipulates how each class must record the different areas of our learning. This is important to create consistency in expectation as well as inform the school monitoring process.

Subject	Key stage 1	EYFS
English	Literacy Book alternate plain/lined (15mm Y1, 10mm Y2)	Specific Areas Adult Led Experiences Book
Maths	Maths Book (15mm Y1) Maths Book (10mm Y2)	
Curriculum Theme	Topic Folders	
Learning Journeys	Tapestry (online)	Tapestry (online)

The Role of the Class Teacher

The role of the class teacher is to:

- Take on the responsibility for leading on a subject area
- Act as a support partner for all other curriculum areas
- Demonstrate a high level of knowledge of each subject they teach
- Demonstrate an enthusiasm for all topics and subjects
- Know children as individuals, tailoring reaching to their needs
- Build and maintain relationships with parents
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in their key area of learning at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.