

Curriculum Policy

Culverstone Green Primary School

September 2018

Policy Aim

That all children are provided with engaging learning experiences that lead to excellent progress, high achievement and develop the children into lifelong enthusiastic learners.



Policy Statement

Our curriculum is based on the National Curriculum. It meets all statutory requirements; it is customised, personalised and designed to build upon the experiences and backgrounds of our pupils. The curriculum supports and promotes the culture, climate, aims and ethos of the school and provides appropriate balance to both the academic and personal development of the pupils. Our curriculum aims to provide a breadth of opportunity for all groups of pupils as well as promoting their spiritual, moral, social and cultural development including the promotion and understanding of British Values. Our teaching aims to support growing depth of learning and understanding and engage pupils' interests and provide inspiration.

We have divided our policy into eight areas.

Meeting Statutory Requirements

Our staff and governors know what is required – we teach Religious Education and have a daily act of collective worship; we promote and develop SMSC and provide a breadth of experience and prepare children for later life. We publish our curriculum online by year group outlining experiences.

Designed Curriculum

We have identified the barriers to learning for the children in our school and have identified and focused upon what will have the most impact on their learning, life chances and social mobility. Therefore, we have customised our curriculum to meet the needs of groups of learners and to overcome those barriers to learning.

Culture, Climate, Aims and Ethos

Our school values are summed up with our three core values: We are

- Caring
- Confident
- Creative

We aim to have these three principles at the heart of what we do, we try to be mindful of these values as we plan our curriculum and activities and we celebrate successes in these areas regularly. We also endeavour to match these values to the British Values that we also encourage and explain.

Balance

We ensure that the curriculum is balanced and not dominated by maths and English, although we recognise the huge importance of these core skills. We aim to ensure that the curriculum is suitable for all learners, not those who are strong in the basic subjects and this is a balance between academic and personal and physical subjects too.

Breadth of Opportunity

Having breadth to our curriculum means having opportunities to do the same things in a range of different ways. We focus on providing a rich and varied curriculum and we do so with a wide range of lessons, trips, experiences and visitors.

Spiritual, Moral, Social and Cultural Development

We promote this development in the children along with the promotion and understanding of British Values. We integrate this development with our own school values which are: caring, confident and creative. This aspect is delivered through lessons, assemblies, homework tasks and other specific learning activities.

Depth of Learning and Understanding

This means that we aim to design our curriculum to allow for teaching, practise and repetition to embed the skills we wish the pupils to have. Skills are taught, repeated and reflected upon to ensure that they are firmly understood by the pupils.

Engage and Inspire

We regularly review our curriculum so that we plan, organise and teach a curriculum that meets the children's needs. As part of this process, we ask the children what kind of learning they would like to have and be involved with and this, along with the staff input, hopefully provides a curriculum that encourages the children to develop a love of learning.

Subjects

English

Our lessons develop pupils' spoken language, their reading and their writing skills. English is taught in a cross-curricular approach, linking up with other subjects and ideas. We base our class names upon famous characters from children's literature and the class name/title is closely matched to a book that is age-appropriate for that year group. So, in ascending order of age group our class names are:

- Year Reception: Elmer (from Elmer the Elephant)
- Year One: Gruffalo (from the Gruffalo books)
- Year Two: Paddington (from the Paddington Bear books)
- Year Three: Varjak (from the book Varjak Paw)
- Year Four: Hedwig (the famous owl from the Harry Potter series of books)
- Year Five: Aslan (from The Chronicles of Narnia books)
- Year Six: Wolf (from The Chronicles of Ancient Darkness books)

The books are used to develop a love of reading and a direct link with the relevant character and book. There will be a great deal of work using the character and the book especially in the first few weeks of that initial term.

We teach our pupils to speak clearly, to convey their ideas fluently and to ask appropriate questions. Their vocabulary is developed systematically; our pupils are encouraged to read widely and for pleasure. Parents are given clear expectations about reading at home and are children are expected to read at home a minimum of five times per week; these are recorded in their Reading Record Books.

We use the Read, Write, Inc. phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. Children are heard to read individually and in groups; texts covered include both fiction and non-fiction books. We place a significant emphasis on comprehension skills and we have embraced the VIPERS method of analysing texts. These encourage the children to develop their: vocabulary, inference, prediction, explaining, retrieval and summarising skills which we believe are fundamental in terms of understanding a piece of writing.

We develop writing skills so that the children have the skill and stamina to write coherently and for an age-appropriate duration. Children begin by writing simple statement and sentences and continue to improve their skills as they progress through school. To support children in moving them towards becoming capable independent writers we use a wide range of activities and resources including: film excerpts, audio clips and drama. We use a Talk for Writing approach that is adapted and moulded to the cohort of children: this encourages pupils to express their ideas, exchange opinions and develop more sophisticated vocabulary. Staff use modelled and shared writing to expose pupils to a wide range of quality literature and combine this with much discussion and opportunities for peer editing and reflection. Handwriting sessions are both explicit and incorporated into lessons. A range of extra activities are used to promote English throughout the year.

Mathematics

These skills are taught every day: we use the Maths No Problem! scheme in order to develop a mastery approach to maths and develop mathematical fluency and understanding. This scheme is adapted by the teachers in order to maximise the benefit to their particular cohort of children. Our pupils understand the importance of mathematics and its relevance to everyday life; they are encouraged to be confident with numeracy and to apply the skills that they have learned to problem-solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical application, frequently with a focus on using manipulatives to enhance understanding.

Science

Science is taught as a separate lesson but will, on occasion, be linked with topic work when deemed appropriate. We encourage pupils to be curious about the natural world and natural phenomenon and to be excited by the process of understanding the world around them. Key scientific vocabulary is introduced in these lessons and pupils are taught to carry out simple tests and investigations by using equipment and then gathering and recording data. Trips, experiences and visits by specialists enhance the understanding of this subject.

Foundation Subjects

We work hard to deliver and promote a creative curriculum. This means that we aim to make our curriculum:

- Broad – the children will have opportunities to learn the same skills in a range of different ways
- Engaging – the children will be excited, challenged and inspired, and foster a love of learning
- Deep – it allows for teaching, practise, repetition and reflection

We aim to follow the principles when we deliver all subjects including the Foundation subjects of:

Art and Design, Computing, Design and Technology, Geography, History, Languages, Music, Physical Education as well as PSHE (Personal, Social, Health and Economic education) and Religious Education.

We aim to provide an interesting and motivating hook to our topics and, where possible, to link these subjects to the current topic. Where this is not possible, we will teach these subjects and skills explicitly. We design our curriculum maps with care and thought, constantly review and adjust these and reflect upon them at the end of each academic year.

As part of this creative curriculum, we also deliver Enrichment lessons every Friday. These aim to be a range of activities designed to give the pupils a wider and more engaging perspective to their learning. We continually monitor and adjust these sessions. These include: philosophy, yoga, chess, ukulele lessons, musical theatre, Lego Technic, traditional playground games, country walks with the school dog etc.

Additional Experiences

In addition to the regular timetable, we also have trips, visitors and experiences throughout the year to heighten the children's learning. These could be: a visit to a castle, spending the night aboard a submarine, visiting a bird of prey sanctuary, performing in a local old people's home, singing at a large shopping centre, taking part in Remembrance Day services, exploring a local medieval church, playing in sports festivals, experiencing a Greek day at school. Each year the class teacher will ensure that the class have new, engaging and relevant experiences to promote learning and the love of learning. There will also be themed days and weeks throughout the year: Healthy Week, Cultural Week, Science Week, World Book Day, Maths Day and Star Wars Day are just a sample from recent times.

We also offer after-school activities that adhere to our policy. They may be sporting, scientific, language-based or creative in nature. Recent examples are: multi-sports club, tennis, basketball, science, Spanish, recorder and gymnastics.

Leaders continually monitor the effectiveness of the curriculum using a wide range of sources and listening to a wide range of voices: action points are discussed and agreed by staff.

This policy will be reviewed in a year's time (September 2019)