

Curriculum Policy

2018

Curriculum Aims

The Grange Primary School aims to provide children with a rich and varied curriculum which promotes successful learners, confident individuals and responsible citizens. We aim to develop skills in enterprise, creativity and independence, knowledge of the world and emotional awareness. Our curriculum aims to inspire and challenge all learners and prepare them for the future.

Equal Opportunities

Our policy is to offer a curriculum to all. Every child has the entitlement to access a rich and varied curriculum tailored to individual needs.

Curriculum Design

The Foundation Stage

The Early Years Foundation Stage applies to children from birth to the end of the reception year.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Learning and Development

There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development

- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the World
- Expressive arts and design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

"Children's play reflects their wide ranging and varied interests".

"In their play children learn at their highest level."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Enabling Environments

At the Grange Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries. -Sharing regularly the children's 'Learning Journey' with parents and valuing the on-going contributions to this from parents. - Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation Stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have very strong links with various feeder Pre-schools and Child-minders and the Foundation Stage staff meet with providers to discuss each individual child and their transition process into school.

Observation, Assessment and Planning

Foundation Stage staff use observations as the basis for planning. These observations then lead the direction of the planning. The staff use the children's interests to plan, the seasons of the year and key events noted on the Long term plan. In addition to this the children lead the short term activity planning on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning. The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and recorded on an online Learning Journey (Tapestry).

Key Stages One and Two

The Grange Primary School follows the 2014 National Curriculum, which aims to ensure that children leave key stage two 'secondary ready'. We are dedicated to delivering the requirements of both the Foundation Stage Curriculum and the Key Stage One and Key Stage Two National Curriculum in a purposeful, functional, adaptable and rewarding way. Planning incorporates a wide range of teaching and learning styles and draws on the most recent pedagogy.

Throughout Key Stages One and Two the core subjects are English, Mathematics and Science. The foundation subjects are: art and design, citizenship, computing, design and technology, geography, history, languages (KS2), music and physical education. We also teach Personal, social and health education (PSHE) through Jigsaw and Religious Education following the local authority agreed syllabus. Four areas of focus underpin our curriculum, which we use to drive our teaching and learning in all subjects: independence, enterprise, emotional awareness and knowledge of the world.

English and Maths lessons aim to incorporate the subject skill and the wider curriculum subjects. The teaching timetable is flexible to ensure children make progress in English and Maths. We refer to the Department for Education guidelines in structuring what we teach. We analyse the gaps in children's learning using Classtrack, incorporating a range of assessment materials in order to teach our children what they don't know and are expected to know at each stage of their time here.

As much as possible, cross-curricular links through thematic/topic based projects are made to ensure learning makes more sense to the children in that they are able to apply what they have learnt in one area to another, in the aim of them being able to make similar applications outside the school environment, thus preparing them for lifelong learning. Other cross-curricular work addresses issues of economic and industrial understanding, citizenship and environmental education with a European and world dimension. The children engage in curriculum events including enterprise week, World Book Day and multicultural celebrations.

The International Primary Curriculum (IPC) acts as a starting point for our topic planning and is developed through pupil voice. Children participate in a practical activity to inspire their thinking about their topic. They then analyse their existing knowledge and compose a set of enquiry questions which the teacher then uses to develop the teaching and learning journey for the class, thus topics are tailored to each child. To close the topic, children spend a day sharing their learning with others. This takes many forms, including assemblies, open community days, books and PowerPoints.

Curriculum achievements are recognised and celebrated through national awards including Healthy Schools, Artsmark and Basic Skills.

Key Stage 1 - Phonics and Reading

In Foundation Stage 2 and Key Stage One the main phonics scheme followed is Sounds Write. In Foundation stage 1, elements of Jolly Phonics are used to teach letter sounds.

A reading intervention, precision teaching, is used in Key Stage One, which targets children who are under achieving in reading and supports them with high frequency word and common exception word reading.

Children in Key Stage 1 also take part in reciprocal reading groups and the paired reading strategy is used to raise attainment in reading.

The main reading schemes used are Floppy Phonics and the Oxford Reading Tree books which are used both for home reading and reading in school. Dandelion Launchers, a Sounds Write approved reading scheme, is also used to accompany the teaching of phonics and reading in Foundation Stage 2 and Year 1.

Pupil Voice

Along with leading their learning through topic design, pupil voice is at the heart of the development of each individual subject. Pupils from all year groups are members of 'subject councils' who meet regularly with the subject leader to create and follow through an action plan for their subject. This action plan forms part of the subject leader's main action plan for the year.

Curriculum Drivers

We enhance our curriculum with four additional areas of focus which we use to drive our teaching and learning in all subjects: independence, enterprise, emotional awareness and knowledge of the world. Children usually learn best when they are actively involved, with interesting practical activities. They are provided with opportunities to investigate, explore and find out for themselves in all areas of the curriculum. Staff organise visits to various places of interest, invite workshops into school, carry out video conferencing and also use displays, resources and artefacts to stimulate children's interest and curiosity.

Knowledge of the World: They learn about the wider world through the curriculum and links developed with schools globally through the International Primary Curriculum (IPC). The children develop their knowledge and understanding of how they can

communicate using technology. The school enables pupils to become adept in communication via email, blog sites and video conferencing.

Enterprise: In all areas of the curriculum children are given opportunities to share and explore ideas, become critical listeners, learn to present information to others, solve problems and develop skills in enquiry and control. Within this, vital enterprise skills are taught to the children to enable them to be successful innovators and creators and be able to manage risks and develop resilient attitudes.

Independence: Pupil independence is central to the school ethos and children are encouraged to work reflectively, reciprocally, be resourceful and resilient throughout all lessons (The 4 Rs). In our aim to develop independence, we have adopted the '5Bs'; Brain, Bits and Bobs, Buddy, Boss, Behaviour. Further to this, we have also planned into the school timetable 'Independent Time' each week and a weekly reflection time. Philosophy for Children also enhances our drive for independence.

Emotional Awareness: We feel that it is important in our school for children to have a secure awareness of emotions. Each day, children have the opportunity to have 1:1 time with their class teacher or learning assistant (Bubble Time) to talk. Circle time is carried out at least twice per week in each class and links to PSHE, citizenship and Jigsaw are made in lessons wherever possible.

Religious Education

(a) Religious Affiliations - the school is not affiliated to a particular religious denomination.

(b) Religious Education and Collective Worship -the school's religious education programme uses the guidelines of the North Lincolnshire's Agreed Syllabus which has a multi-faith 'dimension'.

There is a daily Assembly for every child which includes either Hymn Singing or an Act of Collective Worship of a broadly Christian nature appropriate to the family background, ages and aptitudes of the pupils. Account is also taken of other teaching and practices of other principle religions in Great Britain. Emphasis is placed on developing a caring and tolerant environment in which children accept responsibility for their own actions, understanding that they all have a part to play in creating an excellent school, where all have a chance to grow and flourish. We want children to be aware of moral values, develop self-control, be kind, considerate and respectful of other people's feelings and culture.

From time to time, parents are invited to share in any seasonal celebrations.

The school will make arrangements for parents to exercise their statutory right of withdrawal of their children from religious education if this is their wish. We ask that this should be done formally in writing.

SRE

Sex Education is taught in accordance with the Local Education Authority's guidelines - minimal content is taught through Science and PHSCE/ Jigsaw by the class teacher. Our attitude to sex education is a passive one; the content of lessons is age-appropriate and children's questions are answered individually and honestly. In KS1 there is no direct teaching on this issue. Learning about relationships is an important part of our PSHE Curriculum. The school nurse is available on regular visits to school to advise on all health issues. The Head of Pastoral Care and Inclusion will support the sex education programme as appropriate. Parents may request their child's withdrawal from the sex education programme.

Health education

Children are taught to care for their bodies, ensure their own health and safety and know what to do in emergencies. A range of materials is used to teach personal, social and emotional education to develop children's understanding of issues that affect them personally. The school has achieved the Healthy Schools Standard and continues to encourage Healthy Lifestyles for all our pupils.

Extra-curricular activities

Educational visits both local and further afield are organised for all age groups. These are seen as a vital part of the children's learning - we seek parental support in order to make these happen. These trips are valuable and enjoyable experiences for all the children.

At other times we arrange for various workshops and theatre groups to perform in school and welcome our community police officer and other professionals to present advice on all aspects of safety.

Depending on the availability of staff, community support and the time of year, clubs in craft, gardening, multi-skills and choir, to mention a few, are arranged out of school time. In addition, we have various Booster clubs as and when required.

Children are also encouraged to develop links with the local community. Staff and pupils celebrate festivals throughout the year by arranging Harvest, Easter and Christmas celebrations. Christmas shows are always a great success with performances that attract full capacity audiences and with every child having a role to play. We support

international and national charities through events such as Red Nose Day and Children In Need.

- For more information about the National Curriculum please visit:

<https://www.gov.uk/national-curriculum/overview>

- For more information about the International Primary Curriculum (IPC) please visit:

<http://www.greatlearning.com/ipc/the-ipc/what-is-ipc>