



# **Marshbrook First School**

## **Curriculum Policy**

### **February 2014**

(see also Special Educational Needs and Inclusion)

## **1 Introduction**

- 1.1** Our school's curriculum is all the planned activities that 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 various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2** We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

## **2 Values**

- 2.1** Our school curriculum is underpinned by the values that we hold dear at our school and as stated in the 2014 National Curriculum, we promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing pupils for the opportunities, responsibilities and experiences of later life. These are the main values of our school, upon which we have based our curriculum:
- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
  - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
  - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
  - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
  - We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
  - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### **3 Values**

#### **3.1** The aims of our school curriculum are to:

- Provide the highest quality of education that motivates and challenges all children so that they can achieve their full potential in all areas of school life;
- Promote the social, moral, cultural, intellectual, physical and spiritual development of all our children. To increase pupils awareness of religious and moral values to enable them to appreciate the multi-cultural and multi-ethnic diversity of our society.
- Create a positive learning environment where pupils are valued by others and are prepared for the opportunities and experiences of life.
- Provide a rich and stimulating curriculum that enables children to develop creative thinking and enquiring minds.
- Ensure opportunities are available to all, irrespective of disability, special educational need, ability, race, gender or religion and encourage respect and tolerance of others. To be a fully inclusive school.
- Develop close links between home and school creating a partnership between parents and teachers and the wider community.
- Encourage in every learner, independence, co-operation, enthusiasm and the confidence to succeed.
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;

### **4 Organisation and planning**

**4.1** We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

**4.2** Through our half termly and daily plans we give clear guidance on the objectives, teaching strategies and success criteria for each topic. There is planned progression in all curriculum areas.

**4.3** Literacy(including phonics in KS1) and Numeracy are taught daily. P.E. is taught throughout the school and we have a specialist music teacher in Years 2, 3 and 4. Children in Early Years and Year 1 are taught music by the class teacher. Other subjects are either taught in blocks, or through a cross curricular/themed approach. In KS2 MFL is planned for and French is the main language taught. In KS1 French is taught, but incidentally eg doing the dinner register, counting when waiting for children to gather on the carpet etc.

**4.4** We use a 'Learning Challenge' model to teach topic blocks. At the beginning of each topic children produce a mind map to show what they know. The children then generate questions that they would like to find the answers to. Teachers then plan the topics/blocks around the child generated questions. The questions and answers are then revisited at the end of the topic.

**4.5** We hold fairly regular theme days to react to current events eg the olympics or to develop social, moral and cultural understanding and awareness of health and safety eg Islam day, Africa day, E-safety day, handwashing event.

### **5 The curriculum and inclusion**

- 5.1** The curriculum in our school is designed to be accessed by all children who attend the school. Learning is differentiated to ensure that individual children's needs are met. If children have special needs, or are gifted and talented, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals (see Inclusion and Special Educational Needs Policy).
- 5.4** Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Disability Discrimination Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.
- 5.5** The school has implemented the recommendations of *The Stephen Lawrence Inquiry: Macpherson Report* (1999). Our curriculum aims to address the diversity of our society.

## **6 The Early Years Foundation Stage**

- 6.1** We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and interconnected. Three areas are particularly important for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three areas are the **prime** areas:

### **Communication and Language**

### **Physical Development**

### **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

These **specific** areas are:

### **Literacy**

### **Mathematics**

### **Understanding the World**

### **Expressive Arts and Design**

- 6.2** Children are provided with a range of rich, meaningful first-hand experiences where children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. We write long and medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. These plans inform

our short-term weekly planning, alongside our observations, which remain flexible for unplanned circumstances of children's responses.

Children have whole group and small group times which increases as they progress through the EYFS with times for a daily phonics session using 'letters and sounds', teaching aspects of Literacy and Mathematics, including shared and guided reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by adults. During child's play early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities we reflect as practitioners on the different ways that children learn and reflect this in our practice.

## **7 Key skills**

**7.1** Teachers in all subject areas seek to contribute to a child's progress in the skills below, because we believe that developing these skills helps children to learn and become lifelong learners.

- communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance;
- problem-solving.

**7.2** Children across the school are explicitly encouraged to develop the following 'Good Learner Skills' and attainment in these is reported termly to parents. These are simplified for the younger children.

- **I look and listen**
- **I want to know new things**
- **I focus on what I am doing**
- **I try my best**
- **I think about problems and don't give up**
- **I ask a question if I don't understand**
- **I make connections**
- **I share my viewpoints and feelings**
- **My behaviour helps others to learn**

## **8 The role of the subject leader**

**8.1** The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

- 8.2** It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader also reports to governors on the development of their subject.

## **9 Monitoring and review**

- 9.1** Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area annual cycle of review and development.
- 9.2** There is a named governor assigned to each of the curriculum areas. These governors liaise with the respective subject leaders, and monitor the way these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.
- 9.3** The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors the weekly lesson plans for all teachers.
- 9.4** Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.
- 9.5** This policy is monitored by the governing body and will be reviewed every three years, or before if necessary.