



## DOGSTHORPE INFANT SCHOOL

# Curriculum Policy

**Ratified by: Policy Committee**

**Date: 22<sup>nd</sup> February 2018**

**Minute: 4.4**

**Review Date: Every 2 years**

**Welcome to our school family where children are...**

-  **inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.**
-  **nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.**
-  **little stars who deserve to shine.**

### Policy Overview.

**What is the policy for?**

The policy is for all staff and parents/carers of children attending Dogsthorpe Infant School. The policy outlines the way the school's curriculum is organised and delivered.

**Who has devised and contributed to this policy?**

The policy has been developed by a working party of SLT, teaching staff and support staff.

**How will this policy be communicated?**

The policy is available on the school's website and a copy is available from the school office.

**How will this policy be monitored?**

The policy will be monitored by the SLT and the FGB.

**Which other policies are linked to this policy?**

All Safeguarding Policies  
 Assessment  
 Learning Outside of the Classroom and Educational Visits  
 Collective Worship  
 More Able Learners  
 SEND  
 Equality Information and Objectives

This policy meets the requirements of the Statutory framework for the Early Years Foundation Stage Setting (2014)

## **Introduction**

Our school's curriculum is underpinned by our SHINE values:

**S**ucceed – determination, perseverance, ambition

**H**appy – confidence, empathy, respect

**I**ndependent – resilience, responsibility

**N**urture – kindness, caring, co-operation

**E**nthusiastic – curiosity, imagination, motivation

The 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. To support us to achieve this, we use Growth Mindset strategies and the language of learning.

Alongside the Foundation Stage Curriculum and National Curriculum, we use the 'International Primary Curriculum' (IPC) to drive our foundation subjects and Science. The curriculum supports teachers to develop a creative and cross-curricular approach to learning.

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.

## **Aims**

The aims of our school curriculum are:

- to enable all children to learn and to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to develop children's skills of independence and confidence;
- to teach children the basic skills of all subjects;
- to provide opportunities to access learning in different environments.
- to provide opportunities for children to explore and understand the world we live in, in a safe environment;
- to enable children to be creative and to develop resilient, enquiring minds;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage through a regular focus on British Values in Shine Times and throughout the curriculum as appropriate.
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society; (Tolerance of Beliefs)
- to enable children to be positive citizens and take responsibility for their own actions; (Individual Liberty)
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong; (The Rule of Law)
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all; (Democracy)

- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others. (Mutual Respect)
- to encourage children to set their own personal goals and strive to be the very best they can be.

To achieve these aims, the **BREAD** curriculum is planned to be:

- **Broad & Balanced** – providing a wide range of skills, knowledge and experiences and each subject has sufficient time to contribute effectively to learning.
- **Relevant** – learning links to our pupils' immediate experiences and then encouraging them to apply this in a real-life and wider context.
- **Engaging** – our children are enthusiastic and excited about learning.
- **Accessible** - equality of opportunity for all.
- **Differentiated** – learning meets the needs of every pupil and builds on what has already been learned.

### Organisation and Planning

- We plan our curriculum for each year group and planning is written in teams with teachers adapting to suit the needs of their classes.
- We agree a long-term plan which indicates what topics are to be taught in each term, and to which groups of children. Each topic is driven by a primary subject. We review this long-term plan on an annual basis.
- With our medium-term plans, we map out an overview of the learning journey for pupils for each curriculum area for that half-term.
- We plan exciting Sparkly Starts and Fabulous Finishes that enhance the particular topic e.g. visits, visitors.
- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives (WALTs) for each session, the whole class teaching and learning, differentiated learning activities, role of all adults in the session and the resources needed.
- In order to inform our planning and next steps for children, we carry out hot tasks in Literacy (independent writing piece at the end of each unit) and Knowledge Harvests and Exit points in topic lessons. We have a clear focus on reasoning, explaining and problem solving in each unit of Maths to ensure we are continually assessing children's knowledge and understanding.
- Using IPC, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.
- We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. For example, some pupils in Year 1, continue to follow a Foundation Stage curriculum for as long as it is deemed appropriate. Year 1 teachers draw on the expertise of the EYFS team to support them in this.
- All classes are organised in a balanced way appropriate to each cohort.
- There are daily, discrete phonics sessions; the children are taught in ability groupings across the year group.
- Literacy and Maths are taught every morning throughout Key Stage One. Children are grouped according to ability to ensure teaching is focusing on specific needs of each group. Year group teams plan units of work and ensure key skills are effectively threaded in to ensure these can be consolidated over time.
- Foundation Subjects are taught in the afternoons through a topic-based curriculum (IPC). Children are taught in either ability or mixed ability groups in these subjects.
- Some subjects are taught in 'blocks' to enable more thorough coverage of the subject.

- We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about what the children are being taught; this is done through a half-termly newsletter sent by the Learning and Teaching Manager and medium-term plans are available on the website.
- Parents are given a range of opportunities to engage in learning with their child e.g. Book Buzz, Reading Cafes and workshops.

### **The Curriculum and Inclusion**

- The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.
- If children have special needs, 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. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need and a 'Learning Pathway' is created with SMART targets identified for the child to achieve. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within their class organisation.
- If a child's need is more severe, we consider the child for a 'Co-ordinated Plan' which may lead onto an EHC plan (Education, Health, Care Plan). We involve the appropriate external agencies in making an assessment and always provide additional resources and support for children with special needs.
- Each class teacher has a 'Provision Map' which outlines the additional support children with additional needs are receiving within class. The specific needs of the child are reported on the map along with the baseline assessment and the target for the intervention programme.
- 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 amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are 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.
- Our schemes of work address the diversity of our society, and reflect the National Curriculum programmes of study.
- The Intervention Manager is the dedicated Pupil Premium Champion. The Manager ensures all children in receipt of Pupil Premium are accessing additional support and enrichment opportunities. This person is also responsible for the quality of interventions for key groups of children including EAL and SEN.
- We have a dedicated member of staff who is responsible for 'More Able' learners, ensuring the curriculum is sufficiently challenging and allows children to achieve Mastery/Greater Depth standard.

### **The Foundation Stage**

- The curriculum that we teach in Reception meets the requirements set out in the revised National Curriculum at Foundation Stage, and the guidance produced in 2002. Our curriculum planning focuses on the Early Learning Goals and Development Matters, as set out in these documents, and on developing children's skills and experiences.
- Our school fully supports the principle that young children learn through play, and by engaging in well planned and rich continuous provision. Teaching in the Reception classes builds on the experiences of the children in their pre-school learning. We build

positive partnerships with the various nurseries and other pre-school providers in the area.

- We have established two high quality outdoor learning areas which reflect all 7 learning areas. All Reception children can access these areas on a daily basis as part of the continuous provision.
- We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child starting with a home visit, keeping them informed about how the children are being taught, and how well each child is progressing. We also give parents the opportunity to contribute to their child's learning journal.

### **Key skills**

- The following skills have been deemed 'key skills' in the National Curriculum:
  - communication;
  - application of number;
  - information technology;
  - working with others;
  - improving one's own learning and performance;
  - problem-solving.
- In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

### **The Role of the Headteacher**

The role of the Headteacher in Curriculum provision and delivery is to:

- take responsibility for the organisation of the curriculum and, with other school leaders, monitor its impact on learning.
- work with staff to create a School Development Plan which reflects the current curriculum needs of the children and staff.
- delegate responsibility for the delivery of the curriculum and effective implementation of the assessment policy to Subject Leaders and L&T Managers.
- ensure there is sufficient allocation of the school's budget to support curriculum development including staff professional development.
- hold staff to account for the effective delivery of the curriculum through appraisals, Pupil Progress Meetings and RAP meetings.

### **The Role of the Subject Leader**

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 quality of teaching & learning in the subject through lesson observations, learning observations, Learning and Teaching Walks, book looks and scrutinies and planning checks.
- report to the SLT regarding the quality of teaching and learning within their subject.
- provide efficient resource management for the subject.
- review the long-term plan for their subject at least annually to ensure effective delivery.
- keep up-to-date with developments in their subject.
- effective implementation of the assessment policy.
- analyse attainment and progress data to inform termly RAP plan targets (Literacy and Maths Leaders only).

## **The Role of the Learning and Teaching Manager**

The role of the manager is to:

- provide a strategic lead and direction on the curriculum for their team;
- use the school's long-term plan and IPC to create medium term plans for each topic.
- inform parents about the curriculum through half-termly newsletters.
- lead termly RAP meetings with teams to review curriculum provision and how this can be further developed to impact on attainment and progress.
- support the SLT to conduct Pupil Progress Meetings with their teams.
- support and advise team members on planning, teaching and learning;
- monitor quality of teaching & learning in their year group through observations, planning checks and book scrutinies.
- analyse data and progress towards achieving targets in readiness for SLT RAP meetings.
- ensure effective implementation of the assessment policy.
- provide efficient resource management for their year group.
- keep up to date with developments in phase, at both national and local levels
- With support from subject leaders review the way in which the curriculum is taught in the year group and plan for improvement.

## **The Role of Intervention Manager, SENDCO, Pupil Premium Champion and More Able Learners Lead Teacher**

The role of these members of staff is to:

- provide a strategic lead and direction on the curriculum for their focus areas.
- liaise with teachers, Subject Leaders and Learning and Teaching Managers to ensure appropriate curriculum support is in place for targeted learners.
- support and advise team members on planning, teaching and learning.
- analyse data and progress towards achieving targets in readiness for SLT RAP meetings.
- ensure effective implementation of the assessment policy in regards their focus areas.

## **Extra-curricular activities.**

We provide a range of after-school clubs each term including sports, the arts and life skills. Clubs are led by staff and external practitioners.

## **Monitoring and review**

- Our Full Governing Body is responsible for monitoring the way in which the school curriculum is implemented. Governors review subject areas as per SDP. This is currently delegated to a separate committee, the Strategic Development Committee.
- There is a named governor assigned to special needs, who liaises with the SEND Coordinator, and monitors the ways in which special needs are addressed.
- There is a named governor assigned to Pupil Premium who liaises with the Intervention Manager/Pupil Premium Champion and monitors the way in which these pupils are supported.
- There is a named governor assigned to More Able Learners who liaises with the More Able Learners Lead Teacher and monitors the way in which these pupils are supported.

## **APPENDIX – Current Curriculum support documents, Feb 2018.**

- EYFS Development Matters
- Key Stage One National Curriculum
- International Primary Curriculum
- Letters and Sounds
- Peterborough Agreed Syllabus
- Cambridgeshire PE Scheme of Work
- Cambridgeshire PSHE Scheme of Work