

# Arkwright Primary School

## CURRICULUM POLICY

September 2015



## **Curriculum development**

The school current curriculum reflects the current content and outcome of the new Curriculum. The review of all curriculum policies will take place within a three year period as laid out in the School Improvement Plan. The coverage of the new Curriculum is organised within continuous, blocked and linked units of work, the latter forms a two year rotational cycle. We have developed Curriculum Maps for each year of the cycle. This shows what is taught within each curriculum area teachers make use of the range of schemes of work, web based materials and other resources which they adapt to meet the needs of the pupils.

## **Aims**

- To provide stimulating activities and tasks.
- To set targets within the year group.
- To develop high expectation of individuals' performance.
- To demonstrate a caring, respectful attitude towards each other within the community.
- To encourage the tolerance of opinion and beliefs.
- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding. To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
- To assist in children's understanding and knowledge of mathematical language and the processes that they apply to practical solutions through problem solving and investigations.
- Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.
- To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday life. The opportunities we give for question raising in science enables children to use and understand scientific concepts and vocabulary.
- We give children the opportunities to experience their own environment and the wider world both past and present through humanities (Geography, History and RE).
- We give children opportunities to learn a language other than English in Key stage 2.
- We encourage flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.
- Children should approach tasks and activities with enjoyment, independence and interest. In practical solutions to learning solutions, with independence thought and action as well as co-operating within a group.

## **Curriculum Organisation**

Speaking and Listening, Literacy, Numeracy and Computing are skills that run through the whole of the curriculum. In addition Numeracy and Literacy, RE and PE are taught as individual subjects. History, Geography and Science are also taught as individual subjects but are linked together with an appropriate theme.

## **Curriculum Planning**

The school is organised in the following way: Foundation (nursery and reception), Y1 and Y2, Y3 and Y4, Y5 and Y6.

Curriculum planning follows the same organisation.

We have planned coverage of the curriculum through a two year framework for each class. This also indicates subjects that are taught in continuous, blocked and linked units of work. (see attached curriculum plans for each class).

## **Long term planning**

The Curriculum Maps provide teachers with an overview of what is taught throughout the school, this insures coverage of the Curriculum and progression for the pupils.

## **Medium term planning**

Teachers plan termly, they make use of the range of schemes of work, web based materials and other resources which they adapt to meet the needs of the pupils. Plans are either annotated or transferred onto the agreed school proformas.

## **Short term planning**

Teachers plan and organise their teaching within the agreed medium term planning on a weekly basis. Individual teachers organise activities to support learning outcomes of the children in their class.

## **Teaching Approaches**

Teachers employ different teaching styles to engage the children across the curriculum. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. It is the differentiation of teaching inputs and learning outcomes that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy documents. Reference is made to multicultural issues, equal opportunities and gender equality in the RE and PSHE policy documents.

## **Access and Entitlement**

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum, to become confident in their abilities that will prepare them for a purposeful adult and working life.

## **Progression**

The links we foster between each class in the school and between this school, other schools and the next include:

- Planned continuity found in the Curriculum Maps.
- Pupil Records.
- Liaison with Secondary Schools.
- Liaison with private day nurseries.
- Liaison with other schools in the Bolsover cluster.

## **Staff roles and Responsibilities**

Individual staff have responsibility for the following subjects:

- Lauren Wallace: SENDCO, Humanities and PE
- Jane Frost: Literacy and PSHE
- Amy Kirk: ICT and Maths
- Julie Csorba: Music and French
- Anita Bunting: ECAT Foundation stage
- Wendy Wells; Science and RWInc

## **Monitoring and Evaluating**

Co-ordinators monitor subjects on a termly basis. Monitoring is completed through use of work, scrutinises, planning, scrutinises lesson observations, learning walks and pupil interviews.

Staff meeting time is used to discuss issues, raised and to share good practise.

Governors are regularly invited to participate in observing the prioritised curriculum areas in order to monitor the delivery of the School Improvement Plan.

## **Curriculum Hours**

Curriculum hours covered match the requirements for EYFS, KS1 and KS2.

## **How are subjects taught?**

### **Literacy**

In Key stage 1 and 2 Literacy is taught as a discrete subject each day and linked as much as possible to the topic work. In Key stage 1 and 2 Literacy is taught using the language and literacy scheme/resources developed by Oxford University Press.

In Key stage 2 children are taught skills and knowledge linked to spelling and grammar on a daily basis, this is through the use of the Language and Literacy scheme. Children also have spellings to learn at home on a weekly basis.

## **Phonics and Early Reading**

Reading in school is emphasised from 'Day 1' not only because it is a source of considerable pleasure, but also because it is the key to all the other areas of the curriculum. We teach reading through a variety of methods, designed to suit the needs of the child.

Shared and group reading take place in school each week and all children are given an individual reading book and reading record to take home. Children are encouraged to read aloud to, or with, their parents or carers every night. Fluent and confident readers are encouraged to read at home to themselves for longer periods of time. Children and parents have the responsibility to change their reading books on a regular basis.

In addition to the above, EYFS and Key stage 1 phonics and early reading skills are taught on a daily basis using the Read Write Inc scheme developed by the Oxford University Press.

In addition to the above, Key stage 2 children have 3 guided or group reading sessions per week. The sessions last 20 minutes focusing on developing children's fluency and comprehension.

The main reading scheme in school is 'The Oxford Reading Tree'. This is supported by a wide range of other banded books at a similar level of difficulty. Please do not judge your child's progress by where he/she is on the reading scheme; learning to read is not a race, and quick progress to the next book may not always be in your child's interest. Re-reading a much loved 'easy' book may do more for your child's progress than struggling with a harder text.

## **Numeracy**

All children are taught Numeracy daily. Where possible, teachers make links to the topics and also apply maths in science. Problem solving, using practical apparatus and ICT are all features of the maths lesson throughout the school. The school has purchased the Abacus Evolve Scheme to support the teaching of Numeracy across Key stage 1 and Key stage 2 – children will have homework.

## **Science**

Science is taught using the new curriculum expectations for each year group as the starting point. Science is taught as 'blocked' weeks rather than discrete lessons on a weekly basis. Emphasis is placed on children generating questions and then working on practical ways to answer those questions. Exploration, investigation and enquiry are the skills children develop through the teaching of Science.

## **Geography**

Geography is taught to develop the children's understanding and awareness of the world around them. Geographical based topics include the study of the local area, communities and countries around the world. Children are taught map work, fieldwork and communication skills within the different topics.

## **History**

The National Curriculum requirements for history are taught through our enquiry based topics. As much as possible, history is taught via a hands-on approach with artefacts and visits to historical sites. Recent historical visits have included the Holocaust centre.

Historical topics in our new curriculum include: "Who were the first people?", "Who were the Ancient Greek superheroes?" and "What did the Romans do for us?".

History topics also include looking at famous individuals and how they have impacted on the country or the world. Examples include Florence Nightingale and Richard Arkwright.

## **PE**

Children take part in two PE lessons weekly, one indoor and one outside. In Yr 5/6 the children have the opportunity to go swimming weekly. There are numerous opportunities for children to take part in sports activities and competitions at lunchtime and after school. School sports premium money supports the development of PE in particular purchasing new equipment, sports coaching and participating in cluster competitions.

Outdoor and adventurous activities are well catered for. Children visit Youth Hostels, Kingswood Adventure establishments, Lea Green and Pleasley Vale. Staff and children in Y5/6 have been trained to deliver orienteering to other children. Children participate in the cluster orienteering and cross country competitions.

## **Art**

Our art curriculum is designed to stimulate children's creativity and their capacity for original thought and experimentation. It helps the children to express their thoughts and feelings through their creativity. Their sketch book allows an on-going record of their adventures in the world of art and design. Art usually links to the theme the children are studying in History or Geography. Children also learn about famous artists and complete work in the style of.

## **French**

French is taught in key stage 2 on a weekly basis. The children have the opportunity to learn about the culture as well as the language.

## **Design and Technology**

Design and Technology is usually linked to the theme that is being taught. Our curriculum is designed to allow children to use a wide variety of materials. To stimulate their creativity and to be original.

## **Music**

Our aims in music are:

To encourage our children to enjoy creating music through their sense of individual and collective achievement.

To provide our children with the skills and confidence to perform, using the voice, a wide range of instruments and various techniques.

Children in Key stage 2 are taught music by a music specialist on a weekly basis.

All children have the opportunity to take part in musical performances at different times in the year. Children in year 3 and 4 participate in the cluster singing event.

Children have the opportunity to learn to play the recorder in key stage 2.

## **RE**

RE is not just about learning about other faiths- although this is certainly a part of what we cover. It also involves learning from religion and belief and invites pupils to respond in different ways to what they learn. Children are encouraged to describe what inspires and influences them or recognise their own values and those of others. The topics in RE are also posed as enquiry questions and follow the Derbyshire Agreed Syllabus 2014. RE is also supported/delivered through special days and through the schools assembly programme.

## **ICT**

ICT is incorporated into all the different subjects and used regularly throughout the school to enhance and enrich the curriculum. Children are taught how to use ICT responsibly and are given opportunities to use ICT to create, develop, share and evaluate their own work. ICT is currently delivered using the Wokingham scheme of work.