



Curriculum Policy

18th November 2018

Version	Date	Author	Status	Summary
-	01/01/09	S Croft	Approved	Original Document
1.0	14/10/09	S Coleman	Approved	Updated Document
2.0	01/03/13	J. Jennings	Approved	Updated document
3.0	19.09.14	J. Jennings	Approved	Updated document in line with new National Curriculum
4.0	28.09.16	J. Jennings & M Simons	Approved	Updated with minor changes to practice and terminology
5.0	18.11.18	L. English	Approved	Interim Policy with redaction of incorrect details in line with current practice

Date of Review: 18th November 2018

Expiry Date: November 2020

Approved By: Curriculum Committee



Buryfields Infant School

CURRICULUM POLICY

Vision, Values and Aims

Vision:

Buryfields Infant School... where children will develop a lifelong love of learning through an exciting and enjoyable curriculum.

We firmly believe that every child deserves the very best start in life and have high aspirations for all. Our values are expressed through our school culture which promotes "Excellence, Respect, Achievement".

Aims:

In support of our vision and values we aim:

- To challenge and motivate each and every child
- To ensure that the needs of every child are met appropriately
- To continue to raise standards and achievement levels

Through our curriculum and culture, we aim to develop our children's skills and positive attitudes to learning so that we prepare them well for the opportunities, responsibilities and challenges of later life.

Introduction to Curriculum Policy

All children have a right to a broad, balanced and appropriate education which meets the academic, physical, behavioural, spiritual, moral, social and cultural needs of all pupils. Curriculum planning must provide continuity and progression and take individual differences into account, ensuring that every child can achieve. The curriculum is all the planned activities that we organise in order to promote learning along with personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of enrichment and extra-curricular experiences planned in order to benefit the learning and development of the children. It also includes the 'hidden curriculum', or what children learn from the way they are treated and expected to behave.

Objectives

Through our school curriculum we will:

- Fulfil all the requirements of the National Curriculum, Early Years Foundation Stage Framework 2017 and the Locally Agreed Syllabus for Religious Education
- Create and maintain a safe, exciting and stimulating learning environment which promotes, supports and celebrates learning

- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and culturally, in order that they may become independent, responsible, caring, confident and considerate members of the community
- Ensure that all children learn and develop the basic skills of literacy and numeracy to the best of their ability
- Ensure that there is a match between the child and the tasks he/she is asked to perform
- Ensure that each child's education has continuity and progression
- Cater for the needs of individual children of both sexes and from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Ensure that pupils are involved in relevant decision making and in planning their learning
- Ensure that, where possible, there are strong cross-curricular links and purposeful contexts for learning
- Recognise the vital role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat everyone in a respectful way.

We recognise that learning also takes place beyond the confines of the classroom and will therefore ensure that children engage in a wide variety of learning experiences across the curriculum, including making full use of the whole school environment, educational visits and the expertise / knowledge of the wider community including:

- After school clubs
- Visits; both locally and further afield
- Visitors to the school from a diverse spectrum
- Themed curriculum days and curriculum weeks
- Links with our feeder schools and schools within our local cluster

Organisation and Planning

We plan and organise our curriculum in two phases, the Early Years Foundation Stage and Key Stage 1.

Long-term Planning

We agree a long-term plan for each phase, and for year groups within Key Stage 1, which indicates the topics to be taught. Typically, topics last for half a term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Topics are whole-school and planned over a three year cycle to take into account the need for some mixed classes within the school. This ensures that children always enjoy new and exciting contexts for their learning.

Medium-term Planning

Our medium-term planning provides clear guidance on the objectives, content and teaching strategies that we use when teaching each topic. National Curriculum Programmes of Study form the basis for these plans with additional elements taken from local guidance and developed by our staff in order to provide depth and

enrichment. We follow the Jolly Phonics and Letters and Sounds programmes when planning our phonics teaching. We follow the locally agreed 'Living Difference Syllabus' for the teaching of Religious Education.

Short-term Planning

Our short-term plans are written by the teachers on a weekly basis. We use these to set out learning objectives which reflect the needs of our learners and adjust as necessary during the week based on day to day assessment of the children's understanding and their need for extra support or challenge. These plans identify the activities, resources, thinking skills, support and challenge that we are going to use in our lessons.

Across both phases, we adopt a thematic and cross-curricular approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and expectations of the curriculum for the Early Years Foundation Stage.

There is planned progression in all curriculum areas. Aspects of English and mathematics are taught discretely although, wherever possible, the site of application for literacy and numeracy skills is cross-curricular.

The organisation and planning of the curriculum reflects the school's commitment to high quality first-hand experiences and our commitment to investigative and creative learning.

The Early Years Foundation Stage

The curriculum in the Early Years Foundation Stage meets the requirements set out in the Early Years Foundation Stage statutory framework, 2017. Our curriculum planning is based on the Early Years Outcomes and focusses on developing children's skills and understanding through first-hand experiences which help them to engage in well-planned structured activities and play. These activities will include both teacher directed and child initiated opportunities for learning.

Assessment of progress is made through observations of and interactions with the children. These assessments then form part of the future curriculum planning for each child. Periodically, progress is tracked more formally and is reported to the staff, parents and carers and the Governing Body. Summative assessments are made against the Foundation Stage Early Learning Goals at the end of Year R, the results of which are shared with staff, parents, carers, the Governing Body and the Local Authority.

We build positive relationships with parents and carers and keep them well informed about our curriculum, their child's progress and ways in which they can support their learning. We have an open door policy, curriculum workshops / evenings and formal parent consultations during which parents and carers can discuss their child's attainment and progress and review their achievements which are captured in their books and via our 'Tapestry' programme.

We have very positive partnerships with the variety of nurseries and other pre-school providers in the area and aim to visit every setting prior to a child starting at Buryfields. We ensure that there are a variety of opportunities for staff to meet with and get to know the children and their parents and carers before they start school,

e.g. through visits to their pre-school setting, 'Songs and Rhymes' sessions in school and a home visit before the child starts school.

Key Stage 1

Children progress onto the National Curriculum Programmes of Study from the Foundation Stage Programme of Study once they are ready for this level of work. Parents are given an insight into the year group's curriculum through workshops and published information and guidance. Children are individually assessed and have individual targets set in order to ensure that they make good progress. These targets are regularly discussed with the children and with their parents and carers during formal parent consultations and we retain our open door policy to ensure that any concerns are quickly addressed.

We have established a set of 'non-negotiable' expectations and key performance indicators for children in each year group in reading, writing and mathematics and provide additional support where children are not making the progress which is required for them to achieve these expectations.

Summative assessments are made at the end of Key Stage 1 through teacher assessments, supported by statutory tasks and tests. The outcomes of these assessments are reported to staff, parents, carers, the Governing Body and the Local Authority.

Children with Special Needs and Higher Attainers

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy and the local offer. We always provide appropriate additional resources and support for children with special needs.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a teacher, parents or carers raise a concern about a child, the teacher will make an assessment under advice from our Inclusion Manager who is the SENDCo (Special Educational Needs and Disabilities Co-ordinator). In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child if this is necessary.

It is a statutory requirement that teachers write and regularly update Individual Education Plans (IEPs) to inform their planning for all children who have been identified as having a specific learning need. Our specialist Speech and Language Assistant develops IEPs with teachers where there is a specific speech and language programme or need. The IEPs will be regularly reviewed and amended (at least half-terminally) with the child and shared with the parent /carer. Our SEND Policy provides further detail of the ways in which we support children with Special Educational Needs.

Children identified as higher attainers will require extension and challenge which can be offered through the use of open-ended, higher order questioning, problem solving activities and more complex objectives and success criteria for their activities. Children's individual talents may also require special recognition and nurturing and

we aim to work closely with parents and carers in order to support children in further developing these talents. Our policy for higher attaining children provides further detail of the ways in which we support these children.

The Role of the Subject Leader

Each subject has a subject leader who is responsible for the development and effective coverage of the subject throughout the school. They monitor the subject and ensure it is organised into manageable units of work that cover the National Curriculum requirements and make links with other subjects.

More specifically, the role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in their subject area
- Provide efficient resource management for the subject

The school gives subject leaders management time which supports staff in carrying out the necessary duties involved with their role. It is the role of each subject leader to keep up with development in their subject locally and nationally. They review the way the subject is taught in the school and plan for improvement. Their development planning links to whole-school objectives. Monitoring will include a range of tasks including a review of planning, work sampling, visits to classes and discussions with the children. The subject leader will also keep evidence of children's work in order to demonstrate achievement and expectations of attainment. The subject leader will take a lead in preparing presentations to and information for parents in order to keep them informed about the content and delivery of our curriculum.

Monitoring and Review

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area as part of its bi-annual cycle of review and development. Some aspects of the curriculum, such as our policy and provision for children with Special Educational Needs, are reviewed annually.

This committee carries out active monitoring tasks each term. The focus for monitoring relates to the School Improvement Plan and to our annual parent and pupil survey and is set in consultation with senior staff.

Governors regularly visit the school to experience the implementation of the curriculum and we also have a named governor for Special Needs and Child Protection. They regularly visit to share in assemblies and join the staff for Inset Days whenever possible. Governors from the Curriculum and Standards Committee meet with subject leaders and those in charge of aspects of the Strategic Plan. They carry out conferencing activities with pupils linked directly to aspects of the plan as part of their monitoring role.

Governors determine, support and monitor and review the school's policy on teaching, learning and assessment. In particular they:-

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in light of health and safety regulations
- Monitor how effective teaching strategies are in raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching and learning
- Monitor the effectiveness of the school's curriculum policy through the school's self-review processes. These include reports from subject leaders, cohort reports showing attainment and progress, Headteacher's reports to governors as well as a review of the training and development sessions attended by school staff.

The Headteacher is responsible for the day-to-day organisation of the curriculum and ensures that staff thoroughly monitor and review the impact of the curriculum and our teaching and learning on children's attainment and progress.

Distributed leadership ensures that, to this end, subject leaders monitor provision, coverage, resourcing and achievement. Year group leaders monitor attainment and progress within their cohorts ensuring that teaching and learning reflects the school's aims and values, that all classes are taught to the full requirements of the National Curriculum and that all pupils have access to a high quality curriculum.

The Inclusion Manager, along with the Assessment Manager, reviews the achievement of children identified as SEN, higher attainers, from a Service background as well as those deemed vulnerable.

The Role of Parents

We believe that parents have a fundamental role in helping children learn. We foster this responsibility by supporting parents and informing them about how their children are learning by:

- sending information to parents at the start of each half term to outline the topics that the children will be studying during that term
- explaining to parents how they can support their children with homework. For example, we encourage regular shared reading with all children, and encourage support for all children with their projects and investigative work
- inviting them to our weekly celebration assembly
- contacting them on a one-to-one basis if necessary
- organising parents' evenings to discuss the progress made by each child and how the child can improve further. This includes sharing specific next step targets in reading, writing and mathematics
- organising curriculum evenings to further inform parents and to help them to experience the curriculum that we teach
- providing support materials on our website and in hardcopy
- sending a formal written reports to parents

We ask that parents support us by:-

- ensuring that their child has the best attendance record possible
- ensuring that their child is well rested, nourished and ready to enjoy each school day to the full

- ensuring that their child is equipped for school with the correct uniform, PE kit, book bag, spellings, forms etc
- informing the school if there are matters outside of school that are likely to affect a child's social or emotional well-being and their performance or behaviour at school
- promoting a positive attitude towards school and learning in general
- adhering to the requirements set out in the home/school agreement.

J Jennings September 2016