

Alwyn Infant School Curriculum Policy – October 2014



As the roots spread so the tree grows

INTRODUCTION:

Our curriculum aims to provide breadth and balance whilst focusing on the importance of English, Maths and Science learning. It consists of the National Curriculum, the locally agreed syllabus for RE and other curricular and extra-curricular provision. We believe that the curriculum is a powerful tool that promotes a love of learning and a willingness to explore. We use the National Curriculum as a starting point for a broad, balanced and relevant learning experience for our children. It provides an outline of core information around which teachers develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. We are committed to developing the whole child and as such our children have the opportunity to be creative, to be physically active and to be academically extended.

We are continually reviewing and improving the curriculum we offer to our children to ensure they have a range of learning experiences that challenge, stimulate and promote thinking and learning. Our curriculum meets statutory requirements.

VALUES:

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.

We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of our community and use the community to enrich the curriculum.

We value and respect each child in our school and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents/carers and work in partnership with them to enrich the curriculum.

Parents are informed about the curriculum through topic letters, homework and curriculum workshops, and are positively encouraged to become involved.

AIMS:

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities, we aim:

- to teach children the basic skills of literacy, numeracy, science and computing and promote high standards;
- to enable children to be creative through art, dance, music, drama and design technology;
- to enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- teach children about their developing world, including how their environment and society have changed over time;
- help children understand Britain's cultural heritage and enable them to be positive citizens in society and to feel that they can make a difference;
- enable children to understand and respect other cultures;
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- enable children to ask questions;
- enable children to develop their intellect including their emotional development.

ORGANISATION & PLANNING:

Our curriculum jigsaws clearly show how we have planned from the Programmes of Study for each National Curriculum Subject in each year group. The curriculum is taught through discrete subjects and linked 'Topic Weeks' where relevant. The curriculum is planned effectively, providing continuity and progression

We plan our curriculum in three phases. We agree a long-term plan for the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) and this indicates what topics are to be taught in each term. We adopt a topic approach to medium-term curriculum planning and plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Learning Goals and the National Curriculum and there is planned progression in all curriculum areas. The curriculum is taught through discrete subject teaching of English, Phonics, Maths, Science, Computing, P.E., P.S.H.E. and R.E. along with a creative curriculum that embraces all other subject areas. Units of work are planned, usually over a term's duration. They are planned using the framework of the National Curriculum with P.S.H.E. and RE following relevant schemes of work.

This medium term planning is transferred to short term planning (weekly planning) which details all work to be covered, the learning objectives and what the pupil outcomes will be. The children are taught with their year groups with some children being withdrawn for small group or individual support.

Setting takes place for numeracy during Year 1 and phonics in Year 2 enabling the teaching to focus on a particular level of ability.

INCLUSION:

Teachers set high expectations for every pupil. Teachers plan extension work for children whose attainment is significantly above the expected standard. They acknowledge their responsibility to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds and set deliberately ambitious targets for these children.

If a child has special needs we do all we can to meet them. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If staff or parents/carers raise a concern about a child the teacher will make an assessment under advice from the SENCo. 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 may be used to assist the child.

The school's curriculum aims to be inclusive in providing effective learning for all pupils. In supporting this aim it draws upon the extensive experience and expertise of the School's teaching and non-teaching staff, and upon the local authorities support services (including the Educational Psychologist and the Speech Therapy team and the Behaviour Support Team). The school maintains a list of children with identified special needs in accordance with the Special Needs Code of Practice 2014. Robust tracking of pupil progress aims to ensure that all children make at least good progress.

ASSESSMENT:

We use assessment as a way of measuring a child's attainment and by assessing children regularly we also measure their achievement. We assess to show attainment and achievement to inform planning so each child's needs are being met, to help teachers set appropriate, challenging and individual ongoing targets for children, to differentiate group work, to monitor standards across the school, to enable staff to predict and set targets for children, to provide feedback for parent evenings and report writing and to pass on results to next teacher. (Refer to Assessment Policy)

FOUNDATION STAGE:

The curriculum that we teach in the EYFS meets the requirements set out in the revised Early Years Foundation Stage Curriculum with our curriculum planning focused on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

We fully support the principle that young children learn through play, and by engaging in well-planned activities. Teaching in the EYFS builds on the experiences of the children in their pre-school setting. We build positive partnerships through visits by the Foundation Stage Team Leader to feeder nurseries and through other professional liaison.

During the Foundation Stage, the teachers make continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff and parents/carers.

ROLES AND RESPONSIBILITIES:

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

The Deputy Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage.

Subject leaders are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject.

Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group.

The Headteacher and Deputy Headteacher ensure that the progress of each pupil is tracked and all teachers ensure that there is appropriate challenge support and intervention.

The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report.

THE SUBJECT LEADER:

The role of the subject leader is to provide a strategic lead and direction for the subject, to support and offer advice to colleagues on issues related to the subject, to monitor pupil progress in that subject area and provide efficient resource management for the subject.

It is their responsibility 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 regularly reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

EXTRA-CURRICULAR ACTIVITIES:

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: French, sewing, football, multi-skills, gardening, gymnastics, ballet, music, kick-boxing and choir.