



CURRICULUM POLICY 2017

Introduction

Every child has different strengths and abilities. We aim to teach the National Curriculum in a way that recognises how children learn best so that they all have an opportunity to develop to their potential.

The subjects of the National Curriculum are:

English (including reading, writing, speaking and listening); Mathematics; Science; Art; History; Design & Technology; Music; Geography; Physical Education; Religious Education (not a national curriculum subject but required by law)

Parents whose religious beliefs may lead them to consider withdrawing their child from religious education lessons are invited to discuss the content and teaching of the curriculum with the Headteacher before making a final decision.

EYFS

On-going formative assessment is at the heart of effective early years practice. Teachers observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home (observation). They observe what children can do to help identify where the child may be in their own developmental pathway (assessment). They consider ways to support the child to strengthen and deepen their current learning and development (planning). Teachers will develop many other approaches in response to the children with whom they work and where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development (planning).

National Curriculum

In 2014 the government introduced a new statutory national curriculum which provides a structure common to all schools in the country and provides pupils with an introduction to the essential knowledge that they need to be educated citizens. This document sets out the framework for the national curriculum at key stages 1 and 2 and includes:

- contextual information about both the overall school curriculum and the statutory national curriculum, including the statutory basis of the latter
- aims for the statutory national curriculum
- statements on inclusion, and on the development of pupils' competence in numeracy and mathematics, language and literacy across the school curriculum
- programmes of study for key stages 1 and 2 for all the national curriculum subjects that are taught at these key stages.



The statutory national curriculum comprises of core subjects in English, Maths and Science and Foundation subjects of Art and Design, Computing, Design and Technology, Languages in Keys Stage 2, Geography, History, Music and PE.

We plan work for each class to cover all these areas in a balanced way. Some of the work is taught in separate subject lessons and some aspects are built around themes or topics, because for young children it can be very artificial to separate the work into different subjects. (For example; children can develop language skills through discussing a scientific experiment, use measurements when studying an aspect of Geography, or have to read instructions in Maths.) When using a thematic approach, we use a 'WOW' event, either a visit or experience, as a hook for learning, as part of the introduction or as a culmination of the theme.

By careful planning, we aim to ensure that all children are given an equal opportunity to benefit from the curriculum we offer. We have created

Enhancing the Curriculum 11 before 11

At Highweek Primary School we bring learning to life through a host of visits and visitors. In the past year we have welcomed artists and art historians into school, to name but a few. Themed days are also a wonderful way to enhance learning and recently Highweek Primary pupils have relished opportunities to experience a day as a Viking and as medieval kings, queens and jesters too.

Each year the Year 5 and 6 children take part in an activity-based residential visit and gain a great deal from the experience.

At Highweek Primary School we run a wide range of extra curricular clubs to give the children opportunities to participate in activities that they may not normally get to try or to enhance their skills in activities that they already enjoy.

Eleven before Eleven

- 1 – Experience a range of live performances including theatre, music and dance.
- 2 – Understand the natural world and man's impact on it. (Visits to zoos, Eden Project, etc.)
- 3 – The Silver Screen
- 4 – Museum Visits
- 5 – Residentials – rising to the challenge
 - Camping under the stars
 - out on the water
 - making a fire
 - adventurous activities
- 6 – Journeys by rail, road and sea
- 7 – Twin partnership with a cultural diverse urban school
- 8 – Cooking a meal – skill for life!
- 9 – Performing to an audience



10 – Representing the school

11 – Holding a role of responsibility

Wow Days

Each topic classes learn includes a 'WOW' day which may consist of trips and visits out, or visitors and special activities in school

Teaching methods

We use a variety of teaching methods including whole class lessons, group work and independent learning. Each has its place. We place high importance on developing pupils learning dispositions in order that they have an active curiosity in the curriculum and desire to learn and make good progress. We have realised that creating a Growth Mindset in both our children and staff is the key to creating happy, successful individuals who embrace challenge, celebrate their mistakes and learn from them and finally preserve and show resilience in all they do. Our curriculum incorporates developing these learning traits through our Achievosaurus in EYFS and KS1 and then in Key stage 2 use of Growth Mindset. This is core to how we deliver the curriculum at Highweek.

Class teaching

Subjects and lessons are sometimes introduced to the class as a whole through discussion, or factual presentation. The end of a lesson can include a plenary during which the class can consider what they have learned. The class may also come together for 'circle time' supporting personal, social development and citizenship. Other areas which bring the whole class together include for stories, music, P.E. and games, drama and dance.

Group work

This is important as it allows the teacher to organise children to work in ways that best help them to learn. Groups may be of similar ability tackling work set at the right level for them or mixed ability groups to promote discussion, reasoning and higher level thinking for all. We believe that being able to work with each other is important for each child's personal development.

Independent work

Children can be set independent work, meaning that they work independent of an adult. They will collaborate with each other, and support others with their learning during these times. Children have strategies to support them when the learning gets difficult, including posters in each classroom with steps to do "if they are stuck", and are encouraged to try "3 before me" where they are expected to ask their peers for support first. Often several children or a whole class will have a similar task to do but the teacher will expect different levels of achievement according to their ability.

Work at home

From the earliest days in school parents are encouraged to share books with their children and later to hear them read as they become more able to read for themselves. Parents



can also help by showing an interest in paintings and other work brought home. Older children will often request to take work home to finish or might sometimes be encouraged to do so.

In addition to the above, “preview learning” is given to children with the aim of developing work in class and building a partnership between parents and the school. Preview learning is to allow children and parents to research topics and areas of the curriculum that they will next access, giving the children the opportunity to have a “head start” in their knowledge and understanding of that area, allowing the learning to move on at a quicker pace. The length of the preview learning will depend on the area of the curriculum. It can be set on a weekly basis, or one area can last several weeks. Preview learning is always celebrated throughout the school on display in the class room and corridors. This could include learning spellings and mental arithmetic skills such as tables.

Curriculum information

At the beginning of each term, parents are sent a newsletter explaining the work that their child will be covering and how they can help. Early in the autumn term parents are invited into school to meet the teacher and discuss the year ahead.

Complaints

Any complaints about the curriculum should be first brought to the school (class teacher and Headteacher). If a parent is not satisfied with the answers given there is a formal procedure to be followed, a copy of which is available from the Headteacher on request.

Assessment and testing

Assessment forms a daily part of our work. To help the children to learn we need to know what each child can do so that we can plan for the next stage. We are making assessments when we hear a child read, when they read what they have written, when they talk about their work, when we watch them in P.E. or when they are building a model and so on. Sometimes these assessments are recorded for later use. Often they are acted upon straight away, for example by asking a question to help a child understand an idea more clearly. Our marking policy demonstrates how we assess work in books and how the children have the opportunity to address misconceptions, consolidate learning or move the learning on.

Children are frequently given short tests individually or in groups, to assess their knowledge in particular areas e.g. spelling and mental arithmetic. The introduction of elicitation tasks in maths and English enables the teacher to focus on areas that the children need support with. Elicitation tasks are completed at the beginning of a topic and sometimes at the end of a topic to allow the children and the teachers to see progress. Throughout the year, children will be given more formal assessment tests to enable



teachers to gauge their understanding and assess where they are in terms of age related expectations.

National Curriculum Testing

Under the current arrangements children are formally assessed at the end of the Reception Year in EYFS, in Year 1 for Phonics, in year 2, and in year 6. This assessment is of two different kinds.

Teacher Assessment

The class teacher decides whether a child is working below age related expectations, at age related expectations, or above age related expectations. At the end of Key stage 1 and 2 the annual report includes the teacher's assessment of this for Reading, Writing, Mathematics and Science. Moderation of these teacher assessments are regular between class teachers and clusters of other schools.

Standard Assessment

During a fortnight in June, Year 1 children are given a Phonic Screening test. Their score on these tests will define in they have met the standard for Phonics in Year 1.

During the month of May, Year 2 children are given standard assessment tests. These are not reportable to either teachers or the local authority, but are used to support the teacher's judgements about that child.

During a week in May, (usually the second week), Year 6 children are given standard assessment tests. These tests assess the children on parts of the national curriculum in the core subjects of Reading, Maths and Grammar, Punctuation and Spelling. These are intended to provide parents with information about their child's achievement in these areas but need to be taken together with the teacher assessments to provide a fuller picture.

Pupil tracking

The school uses an assessment tool called 'School Pupil Tracker'. This allows pupil progress to be analysed at individual, group, class, year group and whole school levels. The data is added to during data drops. The school also uses transition matrices for each Year group, class and subject to analyse progress. All of this is discussed with class teachers and SLT in termly 'pupil progress' meetings.

Special needs

The school has a special needs policy written in the light of the national code of practise and approved by the governors. (It is available in school should parents wish to read a copy.)

Every school has a minority of children with 'Special Needs'. That is, children who are in need of particular help or supervision if they are to make good progress and benefit from the whole curriculum.

At Highweek we try to make sure that all children are working to their potential and get extra help if they need it. All classes have access to assistants who are employed largely to enable extra help to be given to individuals and small groups.



We also discuss and consider the needs of children who show special abilities in particular areas of the curriculum. We include in our planning, activities designed to stretch the most able.

Equality Statement

This policy is compliant with the Equality and Cohesion Policy. This Policy is based on best practice to ensure a consistent and effective approach. The Governing Board and the Headteacher (Chair of Governors) have a particular responsibility to ensure that the processes are managed fairly, equitably, objectively and must not discriminate either directly or indirectly on the grounds of a person's race, sex, gender reassignment, sexual orientation, marriage or civil partnership, disability, age, pregnancy and maternity or religion or belief.

Signed:.....Chair of Committee

Date of review and adoption by Governing Board: March 2017

Date for next review: March 2021