



# Curriculum Policy



"Where Learning Comes First"

**Purpose:** This policy reflects the values and philosophy of the school in relation to the intentions, implementation and impact of the curriculum at Caythorpe School.

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**Review Date:** September 2019

## Introduction

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## **Introduction**

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge, skills and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within a school (**implementation**) and for evaluating what knowledge and understanding pupils have gained against expectations (**impact/achievement**).

At Caythorpe Primary School our collective vision is “Inspiring the future.” To achieve this we believe our curriculum should;

- meet the needs of all children whatever their ability and promote a love of learning and willingness to explore.
- should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

It includes not only the formal requirements of the National Curriculum (a set of subjects and standards used to ensure that children learn the same things and achieve the standards set out), but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or those things that the children learn from the way they are treated and expected to behave (our school values).

## **Mission**

At Caythorpe our vision is that the school is a happy place where children are individuals, cared for within a supportive, secure and creative environment. We endeavour to promote positive relationships where both staff and children can inspire each other to achieve their full potential. The curriculum is a powerful tool that promotes ‘a passion for learning’ and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on our ‘Golden Values’. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Caythorpe Primary School is evolving according to the needs of our children and to the aspirations of the staff and community.

## **Intentions/Aims**

At Caythorpe School we aim to:

- To teach a fun and enriched curriculum within stimulating and exciting environments, packed full of inspiring experiences and opportunities.
- To encourage enthusiasm and enjoyment whilst being active and making healthy lifestyle choices; creating lifelong positive attitudes towards sport, exercise and being outdoors.
- To create opportunities for children to explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world.
- To recognise, understand and engage the laws, morals and traditions that underpin the British values

- To develop well-mannered children who understand right from wrong and can make positive choices to become
- To be fully involved with all aspects of local life and mutually supported by the community.
- To provide a supportive environment which ensures staff are: happy, motivated, confident, dedicated, valued and want to achieve the highest possible standards for the children.

### Values

At Caythorpe Primary School, our curriculum is underpinned by the following values.

**RESPECT**  
**UNDERSTANDING**  
**HONESTY**  
**DETERMINATION**  
**FRIENDSHIP**  
**ENJOYMENT**  
**TEAMWORK**  
**PRIDE**  
**EXCELLENCE**

One day each term, our classes focus solely on the value of the month, and display this in and around school through artwork, drama, stories, photographs, posters and research.

Our teachers ask learners to undertake positions of responsibility around school, as we believe that children understand values by seeing them in action in others. These include:

Classroom monitors, school council, corridor helpers, playground leaders, dining hall helpers, the Eco-Team, The Caythorpe Junior Chronicle Newspaper team.

### Planning the Curriculum

We often use themes to develop a curriculum that is exciting for the children and provides coherence between content, skills and the development of critical thinking skills. To reflect our enquiry based curriculum our themes all have a question as their title. The question provides an opportunity to harness the interests of our children, building in motivation and deeper immersive learning. We typically plan to complete a theme once per term on an appropriate and engaging subject as recommended in the National Curriculum. The theme may incorporate history or geography, music, design technology, science and art as well as the development of responsible citizenship, but will have a strong emphasis on the development of Key Skills within each subject. When there is not a natural link between the chosen theme and the subjects in question we ensure that each subject taught, either during a different theme in which there is a natural link, or as a discrete unit of work. An overview of the themes taught in each year group is always available on the school website.

Currently, in Year R,1 and 2 we plan our curriculum on a rolling two year programme and in Year 3, 4, 5, a 3 year cycle and Year 6 a one year cycle, reflecting the fact that we have mixed age classes. We plan in four phases:

(1) Curriculum Coverage Map (Strategic Planning)

This details all the objectives/key skills of the National Curriculum for all subjects across all year groups and specifies in which year (A, B or C) and terms these will be taught. This document ensures that we are meeting our statutory responsibilities and that we are planning for progression. It outlines the skills to be taught and outlines progression throughout key stage 1, lower key stage 2 and upper key stage 2.

(2) Annual Curriculum Maps (Long Term Planning)

Each key stage produces an Annual Curriculum Map before the start of the year. This details the work that will be done over the course of the year, with detail for each subject in each term. Special events, trips and highlights are included. These maps are produced in accordance with the requirements of the Curriculum Coverage Map. They may be used in subsequent years with only minor alterations.

(3) Termly Planning (Medium Term Planning)

Each year team produces a Termly Plan before the start of each new term, in accordance with the Annual Curriculum Map. This gives more detail regarding the activities and learning that the children will take part in and paces the learning across the term. This information is then shared with parents and published on the school website in the form of a curriculum letter. Termly planning may be used in subsequent years but is likely to change in response to the requirements of new cohorts and to local, national and global events.

(4) Weekly Planning (Short Term Planning)

All teachers produce weekly plans for maths, literacy, science and topic. These detail daily learning objectives, ideas for whole class teaching and for independent and group activities, and opportunities for teachers and support staff to reflect and note down comments on children's progress. Teachers are required to plan using a standard format but are not required to plan in detail before the start of the week. The plan should be seen as a working document which is added to and amended in response to Assessment for Learning and the ongoing needs of children within the class. These plans are seen as an integral part of good and outstanding teaching. Whilst ideas from weekly plans may be used again, the plans themselves are unlikely to be recycled due to the diversity of needs and abilities within different cohorts.

## **Implementation of the Curriculum**

### Discrete Subjects

We teach English and Maths as discrete subjects, with dedicated lessons each day. Wherever possible Literacy will be linked to the theme as we believe that the quality of the work will be enhanced by the expert knowledge and experience that children have in the subject matter. However, particularly during Mathematics, where there is not obvious link then these subjects will be taught discretely.

## Maths

At Caythorpe we use the White Rose MathsHub mastery schemes of work for progression. We assess using PUMA and rising stars materials, teacher assessment and MathsHub tests throughout the year. We subscribe to the Time Table Rock stars online learning platform which children can access at home

## Phonics

Early reading at Caythorpe is taught following the “Letters and Sounds.” Children are taught the names of the letters and the sounds that letter make. This gives children the knowledge they need to develop as readers. From Reception to year 2 we teach phonics in phases from 1-6. They will move to the next phase as they become more secure with the sounds, this included recognising sounds within words while reading and applying their sounds into their writing.

## Reading

At Caythorpe we read with our teachers in groups, using colour banded books covering all genres. Our teachers regularly update our in class reading areas with topic themed books and author books boxes to compliment our current topic or genre of study. Each child has a reading book from a progressive reading scheme for our families to help us with reading at home. Learners need the space and time to make choices about books, and to discover authors and texts they might not get chance to look at outside of school. Our teachers check we are reading books that will challenge us, and create exciting reading areas around the school.

## Writing

At Caythorpe we use a Book based curriculum. This means each half term we study a new book in each class, and our teachers generate writing opportunities out of this. We look at comprehension skills, grammar skills, writing planning and extended writing each week, to give us a regular routine that helps us build up competency. We work hard on handwriting and presentation, and edit our work carefully to improve it. We assess writing by

## Foundation Subjects

Our teachers plan foundation subjects using the progressive key skills documents, which show what we should be learning in each age phase in each subject. They check our learning against these, and subject leaders check that they are doing this correctly. They keep a record of how each class is doing in each subject, including who is secure in the areas and who is working at age related expectations. We learn from a learning challenge curriculum, which encourages us to develop independent thinking skills and questioning. Our teachers plan a wide variety of educational visits out including residentials, visitors into school and organise exciting focus weeks and events. Where they can they try to link our maths and English learning into our topic work.

(See individual subject policies for more details of their implementation)

## The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children’s skills and experiences, as set out in this document. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their

pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. During the children's first term in the reception class, their teacher completes a base line assessment and records the skills of each child. This assessment forms an important part of the future curriculum planning for each child.

### Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we involve the appropriate external agencies and consider if there is a need for Education, Care and Health Plan (ECHP) when making this assessment. We provide additional resources and support for children with special needs.

### Social, Moral, Spiritual and Cultural Education

At Caythorpe we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments. We promote "British Values" through our spiritual, moral, social and cultural education which permeated through the school's curriculum and supports the development of the "whole child".

We recognise that such development is most successful when those values and attitudes are promoted by all staff and provides a model of behaviour for our pupils.

### Extra-Curricular Opportunities and Enrichment

We try to have as many extra-curricular activities as we can, as we recognise the benefits they can have to health and well-being. Some activities take place at lunchtime, but others take place after school. Outdoor Activities and visits Outdoor and Adventurous Activities form part of the delivered PE curriculum. This may involve problem-solving or team-building activities in the school grounds as well as formal activities such as orienteering. In addition we plan for our older children to experience adventurous activities away from the school site by organising residential visits. Visits are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums or theatre or to special activity days. We make regular visits to the local high schools in support of our curriculum, sports and transition.

## **Impact – Measuring the implementation of our intentions**

### Roles and Responsibilities

The school has Maths, English and Science subject leaders. It is the role of these leaders 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.

The day to day coordination of all other subjects is performed by the Senior leaders in Years R, 1/2, 3/4/5 and 6. The Team Leaders ensure that the curriculum specified within their team is covered and that the progression made matches that expected for the year groups.

### National Curriculum and Skills

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. Children are tested using National materials including the Early Years Foundation Stage Profile (using Tapestry), Year 1 phonics screening and end of Key Stage Tests (SATS). We intend that the impact is that children will be academically and physically prepared for life in high school and in Modern Britain and the world.

### Learning Behaviours

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

### Our intention to "Inspire the future"

The impact will be that our learners will have fully rounded characters with a clear understanding of the school values respect, understanding, honesty, determination and resilience, friendship, teamwork and collaboration and pride. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

### Our intention to ensure Social, Moral, Spiritual and Cultural Understanding

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.

### **Monitoring and Review**

Our governing body monitors the curriculum via the school development, curriculum policy, visits to school and feedback from members of the school community. In this way they are able to ensure that that progress is made in the development and enhancement of our curriculum

The Deputy head teacher is responsible for the day to day organisation of the curriculum. The head teacher, senior staff and subject leaders monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and monitor the way subjects are taught throughout the school.