

Curriculum Policy

(This policy should be read in conjunction with our Teaching and Learning, Assessment and Feedback policies.)

INTENT

Our aim at Princefield is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.

We aim to provide a broad, balanced and relevant curriculum which inspires curiosity and fascination, preparing our children for an exciting and unknown future.

Our curriculum aims to engage children to become actively engaged and enthused in their learning both in and beyond the classroom. Being given opportunities to creatively practise, consolidate and extend skills thus promoting: -

- Curricular learning - knowledge, skills and understanding
- Learning as a skill - learning how to learn
- Emotional learning - learning about oneself and others
- Citizenship learning - learning about ourselves as part of a British Society and as global citizens.

We try to ensure that the knowledge and skills gained are used across the whole curriculum and not simply in isolation and that subject specific vocabulary and knowledge allows children to build links and enhance their learning across other subjects.

Our curriculum is appropriately differentiated and adapted to ensure all learners are supported and challenged to have successes and make progress irrespective of gender, ability, ethnicity or social circumstances.

IMPLEMENTATION

To ensure progression and allow for cross curricular links, key teams co-ordinate planning for all subjects drawing on the skills outlined in the 2014 National Curriculum Standards, Staffordshire RE Agreed Syllabus and PSHE standard syllabus.

We plan our curriculum in three phases.

A long-term plan (following a 2 year rolling programme where applicable) for each key stage indicates the topics to be taught in each term.

Medium-term plans - give clear guidance on the objectives and skills that children will learn when teaching each topic/subject.

Short-term plans - those used by individual teachers on a daily/weekly basis.

In the Foundation Stage the curriculum is based on Development Matters. Each year, EYFS will plan themes which build on children's interests. Themes and experiences will give children opportunity for playing and exploring, active learning, and creating and thinking critically. Activities take place in both the outdoor and indoor areas and the wider school environment.

A mixture of whole-class teaching, paired, individual and group activities are used to foster collaborative and independent skills. Children have the opportunity to use a wide range of materials and resources, including ICT.

As our children travel on the journey of learning we believe it needs to be clear as to where they are and more importantly, where they are going and how they get there.

Alongside the formal curriculum we aim to nurture children's learning behaviours and develop a curiosity towards the exploration of knowledge, developing the key skills needed to be an effective learner. Princefield has developed 6 key skills which we feel are relevant to children building their skills as self-regulated learners.

Ask questions - be curious

Give and get feedback

Talk about your learning

Consider next steps

Be resilient - keep trying

Know what can help me

We understand that learning about our character make us better learners and so key skill development threads through the school curriculum. Its development is rewarded through school systems, linked to behaviour expectations and communicated through feedback about their work.

The curriculum in our school is designed to be accessed by all children. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in consultation with their parents or carers. (see SEND policy). School takes seriously its responsibility to promote equality and uphold the protected characteristics of age, disability, race, gender, sex and sexual orientation.

IMPACT

It is expected that all children will:

- Make at least good progress from their last point of statutory assessment or from their starting point in Nursery.

- Have positive attitudes towards their learning which continues as they move to the next stage in their learning journey
- Demonstrate resilience in their learning and don't give up when they find things difficult.
- Know how they learn best and use this in their day to day work.
- Have high aspirations of themselves, demonstrating positive attitude towards all aspects of school life, demonstrating respectful behaviour to all and this is transferable outside the school in the wider community and beyond.
- Have a clear understanding of what is right and wrong.

Attainment and progress is measured through statutory formal summative assessments: -

GLD / End of EYFS

Phonics

End of Key Stage 1 SATs

As well as non-statutory formal summative assessments: -

Baseline at the start and end of Nursery

Baseline at the start of Reception

PUMA yrs 1 - 4 every term

PIRA yrs 1 - 4 every term

SWST yrs 1 - 4 spelling termly

Alongside this, formative assessments are made by our teachers to evaluate pupil's knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding. (see Assessment and Reporting Policy)

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence using the 2BuildaProfile program. Use evidence collected to inform their judgements of whether pupils are 'Beginning, Developing or Secure' in each aspect of the early years' ages and stages.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

The Leadership team and the Local Governing Body are responsible for monitoring the impact of the school curriculum both in terms of social outcomes and academic progress. The headteacher is responsible for the day-to-day organisation of the curriculum.

Separate subject leaders are appointed for:-

English

Mathematics

Science

PSHE

and

RE

These subject leaders monitor the impact of the part of the curriculum for which they are responsible. They monitor curriculum planning for their subject, ensuring that all classes are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged in order to apply and deepen their learning. They challenge and inspire the teaching and learning to ensure high expectations are maintained.

Other curricular subjects are led by Key Stage teams with staff working alongside each other to inspire learning and monitor the way in which subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Whole school and cross school (across the Academy) monitoring and moderating supports the crossing over of skills between key stages to ensure clear continuity and progression.

This policy is monitored by the Local Governing Body and will be reviewed when necessary. The policy was last reviewed in January 2020.

Documents to support this policy: -

Assessment and Reporting policy

Teaching and Learning policy

Behaviour policy

Feedback Policy

SEND policy

Long term planning

Medium Term planning

Skills grids (subject specific)

Non-Core subject evidence folders

End of year expectation leaflet Nursery

End of year expectation leaflet Reception

End of year expectation leaflet Year 1

End of year expectation leaflet Year 2

End of year expectation leaflet Year 3

End of year expectation leaflet Year 4

Planning documents

Skills Grids

Non-Core subject folders

APPENDIX

- 1 – English subject specific information
- 2 – Mathematics subject specific information
- 3 - Science subject specific information
- 4 - PSHE subject specific information
- 5 – RE subject specific information