



Copeland Road Primary School Curriculum Policy

Our curriculum is based on the statutory National Curriculum 2014. Our pupils are offered a wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for their next stage of learning (Key Stage 1 and 2 ready and Secondary ready), and enable them to be successful in the local, national or international community.

We believe that effective learning takes place when there is an emphasis on active involvement developing opportunities to talk imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline and to support policies on equal opportunities. We actively promote British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

Aims

- That all pupils are provided with outstanding learning experiences that lead to consistently positive levels of pupil achievement.
- Children are taught in single year groups with work differentiated to accommodate the needs of each child including, child with SEND and More Able and Talented.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are "lifelong learners", committed to an ongoing development of their own knowledge and skills to encourage the pupils' learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

Reception Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

The seven areas are:

- Personal, Social and Emotional Development
- Physical Development

- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Continuous provision both indoor and outside is the important part of the weekly timetable. The amount of child initiated play will reduce as we progress through the academic year from 50/50 to 60/40 with adult lead activities increasing.

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. English is taught in a variety of cross-curricular ways, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

We use Read Write Inc. as our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. A range of IT programs are used to enhance the learning of English. Parents are given clear expectations about reading at home.

We develop writing skills so that younger pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of cross curricular activities including the use of modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. We encourage visits into school by theatre groups such as *Image Theatre* and authors such as *Tony Wilson*. Visits are also encouraged to local venues to develop literacy skills such as the Town Hall to see performances.

Handwriting sessions are incorporated into the English lessons. A range of extra activities are used to promote literacy within the school including writing weeks and regular assessments.

Grammar, Punctuation and Spelling are taught throughout Key Stage 1 and 2 with specific time allocated for spelling activities each day.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our teachers will ensure that mathematical skills are taught every day. They also use other relevant subjects to develop pupils' mathematical fluency e.g. Science. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session. In Reception pupils work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. We build on skills

and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking including participation in *World Maths Day*. More able and talented pupils are also supported throughout and are encouraged to participate in challenge activities such as the local *Maths Challenge*. A range of IT programs are used to enhance the learning of Maths such as *Mathletics*.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Science will be taught as a separate lesson but will be linked to our Topic work where appropriate. We will encourage our pupils to be curious about natural world and to be excited by the process of understanding the world around them. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson as children progress through school. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. Our lessons will include learning about plants, animals and the seasons. Visits by specialists such as *Zoolab* and *Professor Brainstorm* will enhance the delivery of our science curriculum. In the spring term we often hatch and nurture our own chicks and in the summer term release butterflies we have watched develop from their caterpillar stage. We will also have dedicated science weeks throughout the year.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Art and Design

Art has a very important place in our curriculum and is weaved into our regular topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We promote Art links throughout the curriculum e.g. *Bowes Museum Art Projects* and *Take One Picture* and also through local cluster activities. Art work is regularly displayed around the school including the school hall. We currently hold the *Artsmark Award in school*. Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events such as Harvest and through the Christmas Performances. There are increasing opportunities for our pupils to perform as they progress through the school. Drama groups are encouraged to visit school and the school visits local secondary schools and colleges at regular intervals.

Computing

We do have discreet timetable time for the development of IT skills but our approach is to integrate IT into cross curricular lessons and the use of laptops and other hardware such as iPads and cameras are an increasing part of our learning. Subject specific software is available to support teaching and learning across all years e.g. Purple Mash, Mathletics. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns. E-safety is a major part of the computer curriculum and safeguarding curriculum across the school. Children are taught e-safety skills and messages every half term and these messages are shared with parents.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

We teach French to all children in Key Stage 2. Our approach is to make learning a new language fun! Children are very receptive to learning a new language and we promote the real sense of achievement when they learn to say something new. Repetition and practice are essential in learning a new language. We will have discreet lessons on the timetable but we will also integrate the foreign language into other situations.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Classical music is regularly played before and after assemblies. Pupils will also be taught to play a variety of instruments including recorders and ukuleles. A peripatetic music teacher teaches brass instruments in school. We encourage listening to a wide range of music with concentration and understanding. Music lessons are based upon the music scheme Charanga and are occasionally linked to topic work. Music is often used in lessons and activities to create, mood, atmosphere and to help thinking.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

Some form of physical activity takes place every day in our curriculum. Movement programmes begin in Reception to promote physical skills. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. PE takes part both indoors and outdoors. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 1 and 2 pupils regularly take part in festivals and competitions. They visit local secondary schools and the college to participate in a range of sports and games. Indoor PE is held in our hall and includes music and movement, dance, gymnastics and apparatus work. Swimming is introduced to the timetable from lower Key Stage 2 and this takes place one afternoon per week. We ensure wider participation in the community by involvement in interschool sports, swimming tournaments and other competitions. We encourage participation in local clubs and help to signpost established clubs where possible. We also take part in regular intra school competitions and hire a local sports hall for key stage 1 and 2 events. A Sports Apprentice was appointed in 2015 to support the class teachers in curriculum lessons and to promote breakfast, lunchtime and after school clubs. Lunchtime activities are supported by pupils trained as Sports Leaders. Specialist coaches are invited into school to introduce new sports such as Hoopstarz, Archery, Tri-Golf and Judo. The school has been awarded the School Games Mark and Youth Sport Trust Quality Silver Mark due to its successful PE programme.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHCE & British Values

PSHCE, or personal, social, health and citizenship education, is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our school we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHCE time but we encourage a cross-curricular approach to the development of PSHCE skills and understanding. Pupils learn about similarities and differences between people and cultures. They participate in a variety of traditional and cultural events such as Remembrance. Planting and growing things are important aspects of our PSHCE curriculum and we link this to an understanding of healthy eating and our Gardening Club. We participate in proactive activities anti-bullying and respect activities such as Show Racism the Red Card.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education & SMSC

We follow the County Durham Agreed Syllabus for Religious Education (SACRE). Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values and be aware that some people may have no attachment to a specific religious belief. Our assemblies are predominantly Christian in nature and include opportunities for prayer and reflection.

Religious Education DfE Guidance <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

Thinking Skills

Thinking skills are the mental processes that we apply when we seek to make sense of experience. They enable us to integrate each new experience into the schema that we are constructing of how things are. Better thinking will help us to learn more from our experience and to make better use of our intelligence. In the past children were largely considered to be 'clever' if they demonstrated the ability to commit to memory huge amounts of data and to recall that data on the appropriate occasion. The problem with learning 'facts' is that they become outdated, or new research requires modification of previously accepted 'knowledge'. Even more importantly, in our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators. We need to encourage our pupils to become thinkers who can not only receive information but can manipulate and judge information. As their confidence grows and skills develop they will become less passive thinkers and more pro-active thinkers who are able to make sense of information and tackle more complex problem solving situations. These will encourage our children to think for themselves and at the same time to encourage them to think with others. Our teachers will provide the stimulus for discussion and facilitate the enquiry for example through the *Big Question*. As skills develop the children not only state their own ideas but support them with reasons. They will become aware of the differences and similarities between their own ideas and those of their classmates. Respect for one's own views and respect for the views of others is an important part of these lessons.

History and Geography

We use topics to deliver humanities subject skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. Curriculum maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in topic teaching. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. Most visits are connected to topics.

Humanities Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>
<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of skills is offered through school visits, visiting specialists and themed days and weeks. The programme is planned throughout the year.

Visits

We plan a series of visits each term for each year group and these are communicated to parents during the academic year. The visits are directly linked to our curriculum work for example a RE topic may include a visit to the *Durham Cathedral* as part of our work on Northern Saints. Our location gives us access to a wealth of historic and geographical locations but we also ensure that local sites are selected for visits and supported by the school, for example, West Auckland to study the features of our locality including Mary Ann Cotton. We organise an annual residential visit for our Year 4, 5 and 6 pupils to Robinwood to take part in outdoor and adventurous activities.

Workshops and specialists

Each class will take part in a variety of activities/workshops throughout the academic year. These will link to their topic work, to a whole school theme or be stand-alone activities. We invite specialists from a range of organisations e.g. Bowes Museum. We also have links with individual speakers such as Martin Connolly and Tony Wilson.

Themed days and weeks

Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives eg Anti-Bullying Week, *World Maths Day*, No Pens Wednesday, *World Book Day*, Red Nose Day, to match with events in the UK.

Extra-curricular activities

A wide range of age appropriate clubs are offered both before and after school for all pupils. These include football, art, computing, homework, games, film club, gardening and choir. Breakfast club is available every morning from 8am - 8.45am for all pupils.

Assessment and Feedback

Children in all year groups are continually assessed to monitor their progress and the effectiveness of the curriculum. Different types of feedback are provided to the pupils ranging from formal SATs to informal discussions. Parents are informed at parents' evening about their child's progress in the curriculum and they receive an annual written report covering all areas of the curriculum.

Monitoring and Evaluation

The Headteacher and Senior Leadership Team will continuously monitor the curriculum throughout the year. Information about the effectiveness of curriculum will be shared with the Governors at meetings and in HT reports.