



PAULL PRIMARY SCHOOL

CURRICULUM POLICY 2018

At Paull Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy.

We aim to prepare children for adult life through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

Purpose

This policy sets out the curriculum entitlement of children; how we organise to meet it and what steps are taken to make the curriculum inclusive.

The school will promote British Values throughout the curriculum to ensure pupils understand:

- While different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.
- That they should support the rule of English civil and criminal law. The school will not teach anything that undermines this and parents will be made aware.
- When learning about religions and religious law, particular care will be taken to explore the relationship between state and religious law. They should understand about the tolerance of those of different faiths and beliefs.
- Pupils will be made aware of the difference between the law of the land and religious law.
- Pupils will be taught about democracy, individual liberty and mutual respect.

Entitlement

Pupils are entitled to:

- a broad and balanced curriculum that prepares them for the following academic year;
- experience a wide range of enjoyable and effective teaching and learning practices;
- regular assessment that impacts on future teaching;
- differentiated work and support;
- develop their abilities by receiving high quality oral and written feedback;
- have their achievements celebrated.

Organisation and planning

Since the introduction of the new curriculum in 2015, we have been using "Essentials Planning Tool and the Chris Quigley Depth of Learning assessment tool." This is linked with the new curriculum approach of deepening the children's learning and leading mastery of the subject. It has detailed objectives for the core subjects which are divided into Year 1/2, Year 3/4 and Year 5/6 milestones. The milestones are split into three levels of attainment working below (points 1 to 3), working at (point 4) and working above (point 5/6). The school also produces a medium term topic plan which details the how the curriculum will be applied in different subject areas. This details the areas linked to the topic, activities and visitors that

can be planned in. From the medium term plan and Essentials Planning Tool detailed weekly plans are produced.

The staff meet and decide on themes for the whole school to work on, which are relevant to the world in which we are living in today, the school has resources for and allows creativity to flow. The 'driver' for each term varies over a two year cycle to allow a focus on different areas of learning.

Literacy and maths are taught as discrete topics during the morning which do have cross-curricular links to the topic where appropriate. Where there are appropriate links to Science, RE, Personal, Social and Health Education and Music, these are included as part of the topics, otherwise they too are discrete in order to ensure coverage. French is taught formally at Key Stage 2.

Each topic starts with a launch event to whet the children's appetites and the topic finishes with an end product or event. This may be a special assembly, a focus day in class or even a visit out of school. Parents and carers are kept up to date with the children's learning via the website, Facebook and Twitter.

As the school develops, we want to continue to broaden the experiences on offer to children in these areas and to develop them as potential strengths of the school. Our commitment is to raise the creativity within the children and provide opportunities for learning to develop in all places round the school, through outdoor and indoor hands on experiences.

Foundation Stage

Admission takes place from 3 years and we accept children in the Nursery for up to 30 hours. All children are able to access 15 hours free of charge this can be topped up to 30 hours. The additional 15 hours are then charged at an hourly rate unless you are eligible for 30 hours free childcare. The school welcomes children in to Reception from other settings at any stage during the Early Years Foundation Stage.

The EYFS is made up on seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Knowledge and Understanding of the World
- Physical Development
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

Enabling Environments

At Paull Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging and achievable activities and experiences to extend the children's learning. Children are given the opportunity to lead their learning by sharing what they already know about a topic and asking questions based on what they would like to find out.

The Learning Environment

The EYFS classroom is organised into different areas to allow the children to explore and learn securely and safely. Children are able to access resources freely and are allowed to move independently around the classroom to extend their learning. The EYFS has its own enclosed outdoor area. This has a positive impact on the children's development. We make sure that we have the seven areas of learning indoors and outdoors.

The Creative Environment

Children should be given an opportunity to be creative through all areas of learning. A creative curriculum helps children's to make connections and show a genuine interest in the world around them. We believe that a creative curriculum helps children in the EYFS work towards the Early Learning Goals.

Observation, Assessment and Planning

The planning within the EYFS follows the schools Long Term Plan based on the topic themes followed by the rest of the school. The learning in EYFS follows the children's interests within the subject area.

We encourage parents to speak to staff at any time, share learning using Twitter, Facebook, the school website and hold 'stay and play' sessions where parents observe the environment in motion.

Assessment in the EYFS takes the form of written observations, by the teacher and other adults as appropriate. At Paull Primary School we strongly believe in the partnership between teachers and parents. We also use an electronic assessment device called 'Tapestry' which parents can access.

Each child's development is recorded against 13 aspects within the 7 areas of learning (5 of which form the Good Level of Development). Within the final term of the EYFS, we provide a written summary to parents reporting of the progress against the ELG's and assessment scales. We give parents the opportunity to discuss these judgements with the EYFS teacher.

Welfare

- At Paull Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2007. We understand that we are required to:
- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking the appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the furniture and equipment is safe and suitable for the purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Monitoring and Review

It is the responsibility of the EYFS teacher to observe the principles stated in this policy. There is a named Governor responsible for the EYFS. This Governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Key Stage 1 and 2

The National Literacy Strategy and the documents that support it are used as the starting point for English activities. Appropriate links are made to topic areas within the Creative Curriculum. The school uses Reading Detectives, Serial Mash, Rigby Stars, Literacy Shed Plus and other reading schemes to develop the enjoyment and understanding of literature and texts. The children's written work in English leads to producing 'Big Writes', which are marked and edited and taken home for parents to see progress and development. The

Grammar, Punctuation and Spelling is taught as discrete lessons as well as supporting the work for the 'Big Write' – written work.

The school uses the National Numeracy Strategy, supported by White Rose Hub and Big Maths in Numeracy. The school also dips in to other maths schemes and online learning tools to develop arithmetic skills. Maths in lessons is supported by a large array of resources to embed learning and concepts.

Key skills are used as a starting point for the medium term planning of the Foundation Subjects.

The local agreed syllabus is used as a starting point to plan RE.

Parents are sent information about the curriculum through the school website, which links to Twitter and Facebook, informing parents of what is happening within school and their child's learning.

Weekly plans are provided for Numeracy and Literacy and a timetable for the week. These are placed on the teachers' wall, annotated and given to the Headteacher at the end of the week.

The School Development Plan is used to develop the curriculum provision; as well as the quality of teaching and learning.

Pupils have the opportunity to have their work celebrated in class and by the whole school.

Parents are informed of the pattern of homework at the start of each year; have two parents' evenings a year, receive an annual report on their child's progress; and are invited to attend their child's productions and assemblies.

Special Needs

Individual lessons are differentiated to ensure all pupils can access the curriculum.

Teaching Assistants are deployed to meet the needs of all children within the school.

Reviews of SEN provision are done termly – addressing intervention groups, support plans and 1:1 tuition.

Pupils on the SEND register receive planned and bespoke support through either Individual Education Plans or Short Term Targets.

Support for SEN children happens both inside and outside the classroom environment – depending on the child and intended learning outcome.

Subject Leaders

The curriculum is split into subject areas, each with a leader.

Subject leader time is given to staff to improve and develop their areas.

Monitoring of the area happens through discussion with staff, pupils and parents and observation of work and learning.

The subject leader has a link governor who they work with on Action Plans and learning to progress the subject. The leader feeds information and learning to staff, pupils and parents - celebrating the area.

The link governor feeds information to the Full Governing Body on the progress of the subject.

Monitoring and Evaluating

Monitoring of the curriculum is done throughout the term as planning is amended and at the end of the term through What Went Well and Even Better If ... This is done with the staff and pupils.

Staff meetings provide time for discussion on the progress of the topic during the term and good practice is highlighted. Time is provided for staff to observe the work and learning for the area of learning, be it through lessons observation, book / work monitoring, displays, discussions and meetings.

Assemblies and the schools website highlight the learning and activities taught during the term.

Teachers' planning and pupil work are examined to monitor differentiation and written feedback.

Monitoring of curriculum provision is part of the self-evaluation process.

A monitoring timetable is in place and a framework of end of year tests provide staff and governors with useful data on pupil progress.

Approved by Governing Body _____ *Date* _____
Chair of Governors

Headteacher *Date* _____