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## Curriculum Policy

# Edenham C of E Primary School

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Policy Owner: Executive Head Teacher

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## 1. INTRODUCTION

At Edenham CE Primary School our commitment to developing lifelong learning is a priority and we celebrate the fact that both adults and children in our school learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning.

Life is not lived in separate blocks of time with certain skills and knowledge being used at only those times; because of this, we encourage and promote cross-curricular link throughout the school.

An understanding of core skills and knowledge in all areas, as well as a proactive recognition that skill interlink, is required by everyone supporting learning in our school. It is also important that pupils recognise these things so that they understand the world around them and achieve their own potential. At Edenham we aim to provide the foundations that these skills can be built upon.

### 1.1 Purpose, Values and Vision

Our school's agreed Values, Vision and Ethos:

- We seek to serve our families by offering children a caring and rich learning environment in which they may flourish as individuals and become valuable members of our local, and the wider world, community.
- Inspired by the life of Christ, and living in his love, we aim for each person to reach their full potential in body, mind, heart and spirit by working together - pupils, parents, staff, governors and all other friends of our school.
- The core values we believe are essential to living and learning in the Edenham School community are:
  - Respect
  - Honesty
  - Curiosity
  - Compassion
  - Caring
  - Love and Friendship
  - Faith
  - Forgiveness

We strive to reflect our values and fulfil our vision through the following aims:

- To create a stimulating, interesting and challenging environment that is as exciting today as it is a preparation for our future
- To create a high-quality learning experience for all
- To enable everyone to think for themselves and welcome the opportunity to meet new people, alternative opinions or different beliefs
- To provide opportunities for all to explore and experience spirituality as individuals and as a community.

The purpose of this policy is to describe how we set out to achieve these goals in practice.

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## 1.2 Key Principles

At Edenham School we believe that children learn best when:

- Teaching and Learning opportunities engage, enthuse and motivate them, foster their curiosity and engender enthusiasm for learning – this will include the regular use of learning outdoors, trips/ visits, visitors, use of high-quality artefacts and original sources of information.
- Opportunities for learning are well-planned and well-matched to their needs, ensuring good progress in the short, medium and long-term.
- Assessment informs teaching directly so that there is effective provision for all - support or challenge as necessary, time for practice and consolidation, time to share and celebrate their learning.
- The learning environment is ordered, the atmosphere is purposeful and learning-centred, and pupils feel safe.
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, encouraged, valued and developed.

## 2 ENTITLEMENT

### 2.1 Knowledge

At Edenham CE Primary School staff plan for their classes and sometimes will work together with colleagues on planning, for the long (2-4 year rolling programmes), medium (termly overviews) and short term (weekly/ daily). Areas of the curriculum are merged where possible under a shared theme.

Children are taught relevant skills and knowledge from other subjects – in specific subject time and in a cross-curricular way. The use of English and Maths skills is encouraged and enabled at all times.

#### Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account the different forms of emotional intelligence when planning teaching and learning styles in order that pupils learn to:

- Effectively acquire new knowledge or skills, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Develop skills and capacity to work independently and collaboratively.

We offer opportunities for children to learn in different ways that may involve, for example, the use of varied seating or grouping arrangements. The varied strategies used include:

- Independent work
- Paired work – learning partners, or peer review
- Group work – similar ability/ mixed ability/ by gender/ mixed gender etc
- Whole-class work
- Investigation and problem solving
- Independent and group research
- Asking and answering questions
- Debates, role-plays and oral presentations
- Watching and responding to live drama and musical presentations
- Creative activities
- Designing and making things
- Use of the I.C.T

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- Use of games
- Outdoor learning - Forest School, regular trips to places of interest or visitors into school;
- Use of audio-visual resources
- Regular participation in physical activity

## 2.2. Equal Opportunities

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress in the foundation subjects through the provision of a balanced curriculum – striving to meet basic skills levels for all in Literacy and Numeracy. The Edenham CE Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. We believe in 'valuing and celebrating what the child brings to school' and build on their experiences at every opportunity.

## 2.3. Gender

Boys and girls have equal access to the curriculum.

## 2.4. Able, Gifted and Talented

Provision is made to develop the talents, knowledge and skills of more able pupils in a variety of ways in school. Through increasingly complex investigative tasks, and open-ended tasks which enable them to tackle more complex issues and understand more difficult concepts. We also endeavour to support pupils and families develop their specialist strengths outside school as far as possible, and will make curriculum adjustments if necessary; for example, considering Leave of Absence from school to attend specialist coaching or competitive events, of adaptations to allow pupils to attend regular specialist coaching. A learning support plan could be developed with parents in some particular circumstances.

## 2.5. Special Educational Needs or Disabilities

Pupils with Special Educational Needs or Disabilities are supported to help them succeed in all areas of the curriculum. Teachers and support staff place priority on Quality First Teaching in the classroom, and liaise with the Special Needs Co-ordinator when they are concerned about a child's progress, as early as possible when a difficulty has been identified. Pupils with learning difficulties are likely to be, for example, given learning tasks which will be broken down into smaller steps, thus giving them achievable goals. In cases of sensory or physical difficulties the school will endeavour to provide special appropriate apparatus, resources or timetable adaptations as appropriate, within the school's capacity.

## 2.6. Resources

Pupils have access to the necessary resources to undertake a variety of activities and facilitate the teaching of the whole curriculum. Subject leaders maintain an overview of suitable resources for their subject areas.

## 3. POLICY INTO PRACTICE

### 3.1. Scheme of Work

Our teaching plans are based on the 2014 National Curriculum Programmes of Study (PoS) for all subjects, and enriched from a variety of different sources as appropriate.

We prepare rolling programmes for both R/KS1 and Ks2. These are published online for parents. They may be amended from year to year to an extent, in response to arising opportunities including National/Global commemorative events or the availability of specialists available to support learning.

### 3.2. Social, Moral, Spiritual and Cultural Issues

We aim to develop pupil's social, moral, spiritual and cultural understanding in all aspects of our curriculum and in school life.

### 3.3. Education for Citizenship and British Values

Within our school the whole curriculum contributes to the education of pupils for Citizenship and British Values by encouraging their development of key attitudes and skills. These areas of teaching and participation enable our pupils for example, to explore and make informed decisions, and to learn how to become positive and actively involved members of our local, national and global communities.

### 3.4. Environmental Education

The children at Edenham are encouraged to develop an awareness of the environment through direct experience as well as secondary sources. We aim to stimulate their knowledge of how and why we need to maintain, protect and improve the quality of the environment. Learning in this area is closely linked to our school's Christian Values, and the importance of valuing and looking after our world's precious resources. Learning in this area may take place, for example, in Geography, Science, PSHE, RE or English.

### 3.5. Our learning environment

We believe that a stimulating and attractive environment sets a positive and supportive climate for learning. We aim to ensure that it promotes independent use of resources and high-quality work by the children. Some of the ways we aim to achieve this is through:

- Display - designed to reflect and celebrate learning undertaken in the school, and
- particularly to support current and future learning in classroom displays. Some displays in
- shared school areas support wider learning and understanding such as our Christian
- Character, Respect school rule, or School Council activities.
- Interactive Maths and English displays – 'working walls' – to support learning in those core
- subjects.
- Additional items on display including - Class Rules or 'charters', Fire procedures, school and
- external agency safeguarding information for pupils, visible signs of our church school
- character.
- Readily available resources, accessible to all pupils – including dictionaries, fiction and
- nonfiction books, and practical equipment for eg. Maths and Science
- Outside learning environment development – making the best of the outside space
- available to us, through development and use of Forest school classroom, woodland on
- adjacent land, school gardens, EYFS play areas and gardening areas.

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## 4. TEACHING METHODS

### 4.1. Classroom Organisation

The curriculum can be delivered in a variety of ways. Classrooms therefore should be organised in a way that allows the children to access necessary resources and equipment depending on the type of activity being undertaken. As children progress through Edenham they are encouraged to take increasing responsibility for the choice and organisation of resources and sometimes, their learning space, thus reflecting their greater independence and maturity. At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for those different learning styles.

### 4.2. Grouping of Children

Lessons are taught in a range of formats:

- Whole mixed ability classes
- Whole single year group classes
- Whole mixed year group classes
- Differentiated Phonics and Maths groups
- Mixed ability class groups
- Ability groups
- Smaller Intervention groups

### 4.3. Nature of our Learning Experience

Our pupils are provided with a range of learning experiences, dictated by the nature and content of the activity being undertaken and opportunities arising. These experiences will prioritise the development of aspects including:

Questioning	Speculating	Describing	Explaining
Predicting	Direct teaching	Handling artefacts	Research
Observing	Visits/visitors	First-hand sources of evidence	Evaluating and refining

When teaching we focus on developing these by:

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity.
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies.
- Using interesting and good quality resources and visual aides to aide effective learning.
- Building on their skills, knowledge and understanding of the curriculum.
- Using the school curriculum plan to guide our teaching with clear learning objectives.
- Ensuring the learning environment is stimulating to interest, encourage and engage pupils.
- Make effective use of time and insisting on high standards of behaviour.
- Use Home-Learning effectively to reinforce and extend what is learned in school.

### 4.4. Teaching Styles

Typically, lessons include thinking/introduction time, a main teaching activity and a plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including visual, audio and kinaesthetic methods as well as closed/open questions, discussion,

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debate, illustrations, labelling, ordering, identification, written work, recording observations, designing, individual/group investigations, audio/visual equipment, role play and drama.

The learning objectives and success criteria are introduced to the whole class through the use of stimulating varied starting points.

Assessment for Learning is used in all classrooms as an assessment tool for teachers and for the children to take control of their learning. It supports an evaluative partnership in which staff and sometimes other pupils, can support learning effectively and pupils know what they learning, how they can improve and how well they are doing.

#### 4.5. Use of ICT

ICT is incorporated in the curriculum in a variety of ways:

- All classrooms are equipped with an IWB to stimulate children's learning
- Software is available in every classroom for use on the PC in each room.
- Software is available on laptops and some IPADs
- A bank of laptops with foundation curriculum software can be used in lessons.

ICT used in other ways includes cameras, sound buttons, talking photo albums, video, email, internet and programmable toys.

#### 4.6. Links with other subjects

All subjects are linked whenever appropriate. An over-arching theme for a term allows for cross curricular links and the content is informed by questions from the pupils. An enquiry based approach is encouraged that covers a range of skills and relevant knowledge. The curriculum will often be planned based on what pupils already know and what they want to discover.

#### 4.7. Safety

At all times the safety of the children in the class is paramount. We aim to teach and learn in as safe an environment as possible. Health and Safety guidelines are followed at all times and where necessary the relevant risk assessments completed. Pupils work in a healthy and safe environment.

- We ensure that all tasks that the children undertake are safe - risks are identified ahead of time
- in the planning process and mitigated as far as possible to do so.
- Educational visits are seen as an important way of enhancing the curriculum - prior to any visit
- we consult the Head Teacher and complete a risk assessment process.
- Risk assessments are shared with both participating staff and pupils, and volunteers
- accompanying the trip.
- Parental permission for educational visits is always sought.

In order to support safe provision of curriculum in our school we seek guidance and support from agencies such as; A J Gallaghers, Evolve, Stem and CLEAPSS.

## 5. ASSESSMENT

### 5.1. Purpose

Assessment and record keeping is the means by which our pupils' attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording each pupil's progress, teachers are able to build up a profile of individual strengths

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and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities.

For Core subjects including Reading, Writing, Speaking and Listening, Science, Maths at KS1, and Reading, Writing, Maths and science at KS2, tracking information is completed termly (mid and end of Autumn/Spring/Summer terms) by teaching staff.

This process is supported via:

- pupil progress meetings for Writing and Maths where teachers review individual pupils' work and
- evidence of learning
- moderation of teacher judgements within the school
- moderation of judgments within the local schools' Hub group
- at least annual attendance at moderation and assessment workshops for all year groups from Rec to Y6
- participation and positive engagement in statutory moderation opportunities for EYFS, Y2 and Y6.

The school use OTRACK to record tracking for inhouse purposes, and also for MAT-wide monitoring activities.

Noncore subjects are assessed using daily and end of unit assessment opportunities, informed directly by the National curriculum 2014 end of year expectations.

## 5.2. Methods

Assessment is used to inform future planning and teaching and takes place in many ways:

- Day to day assessment is carried out through constructive marking, AfL, observations in class and verbal discussions with children.
- More formal assessments are carried out every term in Maths, English and Science – these may include test-type activities, pupil interviews or moderated tasks.

The results of this assessment (along with teacher assessment) are used to determine if children are in the correct ability groups and if they are working at age related expectations, and to ensure teaching is pitched correctly and appropriately to meet pupil needs.

These Assessments are also used by the school's leadership to ensure they have a clear picture of attainment and progress across the school, to identify areas of strength and areas for further development.

Our MAT requires formal test-based assessments to take place in mid-February and, by the end the June for Y2,3,4,5,6. Y2 and Y6, information reported is based on previous year's SATs papers. Y3,4,5 information is based on AQA papers. This process allows for trust-wide comparisons and, through the AQA – national data sets used for comparison.

## 5.3. Reporting Procedure

Parents are invited to attend Parent-teacher meetings in the Autumn and Spring terms, where they can discuss their child's progress with the class teacher. The child's teacher also provides an annual written report, provided in July each year; this contain any statutory data for EUFS/ Y2 and Y6, as well as detailed comments on all subject areas, targets for future learning and pastoral feedback for parents. Parents may request meetings with teachers following the publication of these reports.

This assessment information and process also informs support for pupils with SEND and the cycle of assess, plan, do and review.

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## 6. CURRICULUM MONITORING, REVIEW, EVALUATION AND REVISION

Members of the SLT, governors and subject leaders are responsible for monitoring the curriculum.

Monitoring is undertaken in several ways, including:

- Regularly looking at the class work in books and classrooms
- Monitoring planning
- Analysing assessment data
- Monitoring targets
- Lesson observations
- Work scrutiny
- Displays
- Curriculum walkabouts
- Pupil interviews
- Staff meetings and CPD training

The subject leaders are responsible for keeping abreast of current developments in the teaching of the whole curriculum, with the assistance of school leadership, and feeding these developments back to staff, governors and other members of our community as necessary.