

Curriculum Policy – Fountains Earth Lofthouse C.E. Primary School



Overview and information

The aim of the policy is to provide an overarching framework which translates the values and aims of our school into effective learning so that all children reach their potential and develop a lifelong love of learning.

This is important for all learners including those classified as having special needs, those with English as an additional language, and the more able.

It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all students. The curriculum embraces all that is learned through school, whether it be explicit, implicit or part of the extensive hidden curriculum that enriches pupils development.

Curriculum

Our curriculum uses the National Curriculum to ensure that every child develops the key learning steps, but we have developed a more expansive approach to its delivery that ensures our children receive experiences and opportunities to develop their knowledge, skills and attributes in ways that will ensure learning is relevant and purposeful. We aim to broaden the aspirations, values and opportunities for every child as they grow and develop.

Our curriculum is constantly evolving to ensure that we are responding to a rapidly developing world around us and that we are offering our children the best start to their lives as successful citizens in the 21st Century.

Our Curriculum

We believe where possible that integrated learning is an effective way to develop key skills and understanding. Throughout school we use a topic based approach incorporating where appropriate each curriculum area. Work is appropriately differentiated.

We use ongoing assessment to help ensure that our teaching and learning focuses on building on and developing previous experiences and are relevant to what children need to and want to learn.

We use objectives drawn from the National Curriculum to help guide learning, however we do also consider the specific needs of our children and provide unique learning opportunities that helps to open learners' eyes to the wider world and develop their understanding of what it means to be a citizen.

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through a variety of ways, including:

- visitors, including artists, craftspeople, actors, musicians;
- the use of the school grounds, the locality and the wider environment;
- educational visits;
- support of parents

Curriculum Areas

English & Maths

We use and adapt the objectives and guidance outlined in the National Curriculum, tailoring learning opportunities so that they are matched to the needs of cohorts and individuals. Where possible we link learning across the curriculum and use foundation subjects to help strengthen the learning of key skills in the core areas. (See English & Maths Policies)

Science

Children are given the opportunity to experience a range of practical activities in order to enhance their understanding of scientific concepts. Where possible links are made across the curriculum. The school uses the North Yorkshire Scheme of work for science – (see Science policy)

Foundation Subjects (Geography, History, Art, Music, Design Technology, Computing,)

We use and adapt the objectives and guidance outlined in the National Curriculum, tailoring learning opportunities so that they are matched to the needs of cohorts and individuals.

We believe children learn best when subjects of the curriculum are integrated (where possible) rather than being taught in isolation. This approach helps children to make links in their learning and leads to a curriculum which is more creative, skills based, purposeful, enjoyable & tailored to the cohort's needs and interests. In order to develop this approach to cross curricular learning at Fountains Earth we have developed our curriculum long term plan on a two year rolling cycle to accommodate the mixed age groupings in our school. This enables teachers & pupils to link learning opportunities across the curriculum, making it more purposeful & relevant for the children.

All art forms are a means of communication and are not bounded by the written or spoken language enabling children to develop a capacity for self expression. We encourage confident and independent thought and the ability to be critically aware. Aesthetic understanding is promoted and skills are taught to develop pupils' working in two and three dimensions.

Design Technology work at the school enables children to experiment and develop their skills in using a variety of tools and materials for a purpose, to be innovative, problem-solve and build an understanding of the workings of products within society.

Music is a powerful subject within the curriculum that can change the way pupils feel, think and act. We encourage their enjoyment of music and provide varied opportunities for them to perform compose and respond. We believe that musical activities can bring communities together and through this medium, pupils can build their understanding and appreciation of cultures, periods and styles. Children at the school have the opportunity to learn music through clubs, peripatetic lessons, in class and as a school community.

In order to give greater purpose to their learning in history and geography, children work towards a key focus. Teachers ensure a breadth of experiences are encountered during pupils' learning. When possible, children's learning is enriched by visits, field trips and the use of artefacts.

PSHCE

This area of learning is integrated into all aspects of the school day and is essential in ensuring that pupils reach their potential in other areas of the curriculum. Many aspects of PSHCE development are taught through SEAL and may take the form of assemblies, whole class lessons or targeted group work. Knowledge and skills in these areas are also taught and used regularly in activities across the curriculum and when situations arise and through the use of visitors eg school nurse and visits eg Crucial Crew
(see PSHCE policy)

Computing

Opportunities for the use of ICT to promote teaching and learning are an important aspect of the curriculum. ICT skills are taught explicitly and as part of integrated learning opportunities to help pupils develop basic competencies and to have the ability to use ICT appropriately and in a meaningful way.

At Fountains Earth Primary School we are of and try to respond to the rapidly changing world and adapt and improve the ways in which we use ICT so that it is relevant to the present and future society in which we live.

PE

See Physical Education policy

Religious Education

See Religious Education Policy

Foreign Language

French is taught to pupils in Key Stage 2 using the North Yorkshire Schemes of work to provide progression, consolidation & reinforcement in language learning. Although some written French is taught the main emphasis is on speaking & listening. Interactive ICT resources are used to enhance the curriculum. The teaching of French also provides an opportunity for pupils to increase their cultural awareness by learning about another country & its people.

Early Years Foundation Stage

Nursery/Reception follow the Curriculum Guidance for the Foundation Stage which includes seven areas of learning:

- Personal, social and emotional development
- Communication & language
- Literacy
- Maths
- Understanding of the world;
- Physical development;
- Expressive Arts and Design

Children are regularly assessed against the progress they have made in relation to the learning goals and the curriculum is developed and adapted to suit their individual needs.

Where pupils move into Year 1 without having achieved the learning goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when pupils have reached that stage in their development. (see EYFS policy)

Planning for Inclusion

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential.

The school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:

Wave One: The effective inclusion of all pupils in a high quality daily English and mathematics lesson (Quality First Teaching).

Wave Two: A range of small group or individual interventions (see provision maps)

Wave Three: Targeted intervention with involvement from outside agencies (see wave provision)

Roles and responsibilities of Headteacher and Governors

The **Headteacher** will ensure that:

- all statutory elements of the curriculum, and other subjects which the school chooses to offer, promote and reflect the aims of the school and will relate to the needs of individual students. This will include how the subject will be taught and assessed, and include cross curricular links, citizenship, literacy, numeracy and the use of ICT
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve

The **governing body** will:

- monitor changes to the curriculum through regular reports and feedback from governors linked to subject areas, ratifying of policy changes and receive regular updates on pupil progress
- **Reference needs also be made to the following**
 - Teaching and Learning Policy
 - English Policy
 - Maths Policy
 - Science Policy
 - Religious Education Policy
 - Physical Education Policy
 - PSICHE Policy
 - Inclusion Policy
 - Equality Scheme
 - Special Educational Needs Policy
 - EYFS Policy
 - Curriculum Long Term Plan

Reviewed Spring 2015

Review Date Spring 2018

Signed by Chair.....

Date.....