

PRESTON & WINGHAM PRIMARY SCHOOLS FEDERATION

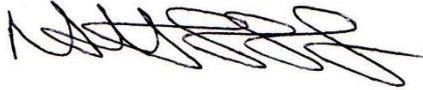
# Curriculum Policy

APPROVAL & ADOPTION

This policy was formally agreed and adopted by the Governing Body on:

\_\_\_\_\_ 11 June 2015 \_\_\_\_\_

**Chair of Governors**

Signed: \_\_\_\_\_  \_\_\_\_\_

The Preston & Wingham Primary Schools Federation seeks to ensure that the curriculum is implemented in a way that:

- Enables all children to understand the skills and attributes needed to be a successful learner and how to effectively use these to move their learning on.
- Enables children to develop their own personal interests, beliefs and talents.
- Promotes a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- Teaches children the basic skills of literacy, numeracy and information technology (Computing)
- Encourages children to be inquisitive, ask questions and take informed risks.
- Enables children to develop their creativity
- Enables children to understand how to keep themselves safe and know what action to take if they (don't feel safe)
- Enables children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style
- Teaches children about their developing world, including how their environment and society have changed over time
- Helps children understand Britain's cultural heritage
- Enables children to be positive citizens in society and to feel that they can make a difference
- Enables children to understand and respect other cultures
- Enables children to have an awareness of their own spiritual development, and to understand right from wrong
- Helps children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- Enables children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others

In the Reception year children attending Preston Primary School and Wingham Primary School follow the statutory elements of the Early Years Foundation Stage Curriculum. Teaching in the Reception year builds on the experiences of the children in their pre-school settings and is informed by the strong transition arrangements that are in place.

From years 1 – 6 children study the National Curriculum and the Kent Agreed Syllabus for Religious Education.

Across the Federation, the curriculum is carefully planned into cross-curricular 'units' ensuring that all the key objectives contained in the Early Years Foundation Stage Curriculum, National Curriculum and Kent Agreed Syllabus for RE are covered and that learning is progressive. At Preston Primary School the units are implemented on a two-year rolling programme due to the mixed year group classes. At Wingham Primary School each year group has annual units. Each unit has a question as the starting point enabling an enquiry based approach that gives purpose to the learning for the pupils. Opportunities for children to apply their skills across the different areas of the curriculum are central to our philosophy. We strongly believe that children learn best by engaging in first-hand

experiences and as such there is a strong practical element to our curriculum with appropriate educational visits and workshops in order to promote a love of learning in every pupil, a desire to explore and investigate and the time to have fun. This means that children will not always complete a piece of recorded/written work. Evidence of children's learning may also be seen in photographs, film, saved computing work, class books, display, teacher records, annotated plans etc. Children are regularly encouraged to reflect upon their learning and this may be seen at the end of a lesson, a week, a term or a unit of work.

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

Whilst we appreciate that development of these key skills are fundamental to children's education, we are committed to developing the 'whole child'. As such we aim to provide a wide and varied learning experience for our children through a broad and balanced curriculum. We want to ensure that children make progress in their learning whilst also ensuring that children study the curriculum in depth and are able to apply the skills they have developed across the curriculum. Blooms Taxonomy is used to enable teachers to help pupils extend their skills and deepen their learning. The curriculum is designed to be accessible to all children who attend the federation and where necessary will be adapted to meet the needs of individual children.

The teaching of English is an intrinsic part of this cross-curricula approach and as such, much of the children's learning now relates to each particular class topic. Texts have been chosen to complement the themes so that reading comprehension and writing skills are developed through them.

Whilst reading and writing skills are taught through the chosen topics and texts wherever possible, it is necessary to teach some aspects discretely.

In the Foundation Stage and key stage 1, phonics is taught systematically using the Letters and Sounds scheme at Wingham and an approach similar to Read, Write, Inc at Preston along with a wide variety of well-chosen resources. This progresses into year 3 where phonic knowledge continues to underpin the teaching of spelling. Grammar, punctuation and spelling will be taught in line with the national curriculum, building on the phonics teaching.

The majority of pupils learn to join their handwriting in year 2 though this is delayed or revised in lower key stage 2 if necessary. Presentation skills, including those that are computer-generated are an important part of children's learning across the school.

Drama and Performance poetry are a valued part of the curriculum and opportunities are given to all children to perform to a 'real' audience on a regular basis. Enrichment activities include theatre trips both locally and to London and authors, illustrators and journalists visit the school as part of our regular 'Arts' week or to enhance the learning of a particular year group.

Children develop their ability to read in a variety of ways -:

- shared reading sessions where children are read to and books are enjoyed and discussed
- guided reading sessions (sometimes using a Reciprocal Reading approach) as a member of a small group
- 1-1 reading with an adult where individual interests and needs are most easily addressed.
- taking books home to read regularly with family members.

Learning to decode text is important and the early stages of reading in particular, are closely linked to the teaching of phonics (letter sounds). We use a wide variety of structured schemes that support the learning of phonics and enable children to read whole texts from a very early stage, helping them to quickly see themselves as readers. The main schemes used at Preston is Oxford Reading Tree supplemented with Ginn 360, Read Write Inc and Songbirds. At Wingham a variety of resources are used such as Collins -'Big Cat', Ginn- 'Supersonics', 'Jelly and Bean', Oxford- 'Songbirds', Oxford- 'Read, Write Inc.' and Jolly Learning Ltd.- 'Jolly Phonics'.

However, a great emphasis is also placed on understanding and comprehension and children will be exposed to a wide selection of other texts so that they become accustomed to different styles of writing and different types of books. As soon as possible, children will be reading a range of material from appropriate publishers and they will be encouraged to select books of different genres as well as comics, magazines, newspapers and and I.C.T. texts. The emphasis is very much on reading for pleasure as well as reading for learning and, through our approach, we hope to encourage a life-long love of books.

In Key Stage One and the Early Years mathematics is taught in class bases. In Key Stage Two at Preston and years 5 and 6 at Wingham mathematics is taught in ability groups in order to most effectively meet the needs of all of our children.

Spiritual, Moral, Social and Cultural aspects of learning underpin all aspects of school life and the values of the school. The school will take account of the non-statutory guidance material on Personal, Social, Health and Economic education (PSHE) and citizenship when planning the curriculum. E-safety and responsible online behaviours will permeate all aspects of school life.

Religious Education is planned from the Locally Agreed Syllabus, linked with the thematic units wherever possible. Parents have a right to withdraw their children from R.E. Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources.

French is taught predominantly as our modern foreign language. However, developing intercultural understanding is just as important as learning different languages.

The curriculum is further enriched by a wide variety of extra-curricular activities enabling children to pursue areas in which they are particularly interested or talented. Children are given the opportunity to attend extra-curricular clubs, festivals, competitions etc.

It is widely recognised that children who are supported through a strong partnership between home and school have a greater chance of achieving well. The federation therefore strives to develop good relationships with parents and carers and provide information and guidance that enables them to effectively support their children's learning. Parents are expected to sign up and commit to the home-school agreement. Parents are informed about the curriculum through topic letters and are invited to attend curriculum workshops. It is expected that parents will also support learning through homework as detailed in the homework policy.

In order to support each child to progress as much as possible in their learning the delivery of the curriculum is supported by a thorough assessment process. This aims to support high quality teaching and learning that enables us to:

1. identify and track each child's progress
2. highlight each child's strengths and next steps in learning
3. give children constructive guidance and clear learning targets
4. implement appropriate extra support where required by individual children

Day to day, high quality assessment for learning (especially feedback and marking) is fundamental to children's progress and is used to inform the more formal assessment systems. Children in the Reception year are assessed using the Development Matters and, at the end of the Reception year, an assessment is made in relation to the Early Learning Goals. From September 2015 the Early Excellence Baseline Assessment will be implemented. In years 1 – 6 children are assessed using the federation's Steps to Success in English and Maths. Assessment in the other subjects is completed using the Unit objectives linked to Blooms Taxonomy and is completed at the end of each unit. Children in years 2 and 6 undertake the

National Tests/Tasks. From years 2 – 6 children also undertake the CAT4 assessments. The outcomes of these assessments are discussed with parents at the parent consultation meetings in November and March. A written report for parents is produced at the end of each school year. However, parents are welcome to discuss their child's learning and progress at any point during the school year.

The Executive Headteacher along with the Heads of School are responsible for the strategic organisation of the curriculum and assessment and for monitoring their effectiveness. The federation's subject leaders are responsible for:

- Providing a strategic lead and direction for the subject;
- reviewing the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into the schemes (units) of work.
- Supporting and offering advice to colleagues on issues related to the subject;
- Monitoring pupil attainment and progress in that subject area;
- Providing efficient resource management for the subject;
- keeping up to date with developments in their subject, at both national and local level.

The governing body evaluate the overall effectiveness of the federation's provision through receiving reports from the senior leadership team and subject leaders, through governor visits (which include talking to pupils), through attending parent events and through analysing data.