

FIRTHMOOR PRIMARY SCHOOL



Curriculum Policy

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Review date: February 2019

Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

Firthmoor Primary School's curriculum is underpinned by the values that are central to our school's Mission Statement. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to develop and lead fulfilling lives in modern Britain.

The following values permeate our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual, moral, social and cultural development of each person, as well as their intellectual and physical growth.
- We value the development of each child's preparation for life in modern Britain.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations as well as our own.

Our Early Years curriculum is based on the Areas of Learning which leads to the Early Learning Goals of the Foundation Stage. These areas of learning are:-

Prime Areas of Learning

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas of Learning

- Literacy
- Mathematics
- Expressive Arts and Design
- Understanding of the World

Each child enters nursery at an individual stage of development with differing experiences, interests and needs. Our curriculum is organised to take into account the differing development needs of each child and is centred around purposeful play. For young children play is a vehicle by which they gain access to the curriculum. Play is a way of learning.

We ensure that each child is given appropriate experiences to equip them for the next stage of learning.

Organisation and planning in Key Stages 1 and 2

The subjects covered in the National Curriculum are; English (Reading, Writing, Speaking and Listening), Mathematics, Science, Computing, History, Geography, Music, Design and Technology, Art, PSHE, Languages, Physical Education and RE.

We have a long-term plan for each key stage. This indicates what topics are to be taught in each year. Teachers have the flexibility to define their own topics which ensure coverage of required objectives whilst maintaining the creativity linked to children's interests. Please refer to our Curriculum Overview (at Appendix 1) which clearly indicates the areas covered within each year group.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Children with Special Educational Needs

In our school we make regular assessments of progress for all children. We seek to identify children making less than expected progress, given their age and individual circumstances. The first response to such progress is high quality teaching targeted at their areas of weakness, through intervention and booster groups delivered by teaching

staff and highly trained teaching assistants. Where progress continues to be less than expected, the class teacher and SENCo assess whether the child has a SEN. When a child needs educational provision that is additional to or different from high quality teaching, we use our best endeavours to ensure that such provision is made for those who need it.

In our school, teaching is personalised through rigorous tracking and target setting systems and we are proud of our close relationships with parents and outside agencies, which enables our school to promote positive outcomes for our children.

Gifted and Talented Children

A gifted and talented child is one who demonstrates a significantly higher level of ability than most other children in his/her age group, at a particular point in time. A gifted child demonstrates these abilities in linguistic, mathematical and/or logical/scientific areas of the curriculum. A talented child demonstrates these abilities in art, dance, drama, music and sport.

At Firthmoor, we work closely as a team to set stretching targets and regularly monitor progress through our tracking system and progress meetings. When a child is highlighted as being gifted and talented, they are given opportunities to explore and continue to be successful. In our school, praise is consistently used by all members of staff and children are awarded for their successes in various ways including our weekly Praise Assemblies.

The role of the subject leader

Each subject is led by a subject team. The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject

The school gives subject leaders some time throughout the year, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject and ensures that there is full coverage of the National Curriculum. Progression is planned into schemes of work which have been developed in line with the new National Curriculum requirements.

Curriculum Overview – English

In English, we develop the spoken language, reading, spelling and vocabulary, handwriting and writing skills in a variety of teaching methods and resources to make the learning experience both stimulating and fun for the children.

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and eventually, speedy handwriting.

Spelling, vocabulary, grammar and punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught to control their speaking and writing consciously and to use Standard English.

Throughout the programmes of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Curriculum Overview – Mathematics

Our scheme is based on the Numeracy National Curriculum and is planned to ensure that children learn the skills appropriate to their needs, aptitude and ability. This is achieved through a balanced programme of differentiated activities which enable children to deal with mathematical concepts confidently and effectively at their own level.

The curriculum for mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in other subjects.

Key Stage 1 – Years 1 and 2

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including the practical resources (for example, concrete objects and measuring tools).

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

Lower Key Stage 2 – Years 3 and 4

The principal focus of mathematics teaching Lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Upper Key Stage 2 – Years 5 and 6

The principal focus of mathematics teaching in Upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary the need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Monitoring and review

This policy will be reviewed every two years