



**GREAT FINBOROUGH
CHURCH PRIMARY**

Curriculum Policy

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Great Finborough Church Primary

Curriculum Policy 2018

Aim

At Great Finborough Church Primary we aim to deliver a skills based curriculum which is relevant, engaging and which provides opportunities for the application of basic skills alongside a range of exciting enrichment activities . Our goal is to teach children how to learn and to empower them with the skills and desire to become lifelong learners.

Our curriculum meets the statutory requirements of the National Curriculum 2014 and the EYFS and will be adapted to accommodate any future changes in breadth of study requirements.

Driving forces

Our curriculum is driven by the passions that make our school unique –we carefully weave together quality first teaching of the National Curriculum with exciting opportunities for enrichment and motivation and the core values of the Christian Faith.

Cross curricular learning

Our curriculum is delivered largely through ‘themes’ which pull together subject areas, enabling cross curricular teaching where possible. Subjects which don’t fit easily into particular themes can be taught as ‘stand- alone’ subjects to prevent the use of tenuous and contrived links.

Curriculum content

Teachers will set the theme titles and ‘learning destinations’, ensuring curriculum content coverage and regular and repeated application opportunities for key skills. Class curriculum maps are used to ensure all areas required by the national curriculum are met. Resources to support curriculum maps are made available to teachers.

Key skills

Ours is a skills based, ‘spiral curriculum’. Core skills in communication language and literacy, problem solving reasoning and numeracy and ICT are taught in a thorough and explicit manner, where possible through the medium of the theme to engage and motivate the children. These key skills are regularly revisited through all areas of the curriculum giving children many varied opportunities to use, apply and retain what they have learnt. Each time the key skills are taught there is clear progression followed again by further opportunities to use and apply, with an expectation that standards are maintained across all curriculum areas. Any particular areas of core skills identified through assessment as needing extra coverage will be revisited and applied more regularly throughout the curriculum.

Delivery

Teachers provide relevant and engaging starting points for learning, often in the form of experiences, artefacts, visits, or questions. Children are encouraged to develop their own interests and make choices within the chosen theme. They are supported in following their own lines of enquiry, individually or in groups to enable them to be motivated by a desire to enquire. They are encouraged to present their work in a range of ways, to develop a vibrant and informative record of their learning journey which clearly demonstrates their application of key skills across the curriculum. Children are encouraged to use a variety of learning styles, but care is taken that children do not rely too heavily on one preferred style, to the detriment of their development of other ways of learning.

Planning

In planning for learning, we consider the needs and interests of individual cohorts rather than following set 'schemes of work' and take care to check that as children move through our mixed year group classes they have received their full curriculum entitlement in all subject areas.

We recognise that teachers work in different ways and have their own teaching style. We believe that this adds to the richness of the learning experience at Gt Finborough. Teachers make their own choices about how they approach planning, and how their classes run on a day to day basis, but are united in their commitment to the underpinning principles of the curriculum outlined in this policy. Support for planning is available in the form of skills lists available to all staff, the National Curriculum 2014 document, a wide range of printed and online resources matched to the topic areas for each class and the EYFS curriculum document.

Where possible subject planning will make use of local resources to support and motivate learning, for example using local museums, visitors and relevant aspects of the local environment.

The role of the adult

The adult has many roles to play in our curriculum. Of course they are primarily there to teach and to lead the learning, but our particular curriculum requires the adult also to act as a facilitator of child initiated learning, often taking a step back to listen, observe and then to provide appropriate resources, experiences or activities to allow learning to move forward. In this approach teachers seek opportunities for the application of key skills and the extending of knowledge and understanding.

Explicit subject coverage

Whilst much of the theme is approached in a cross curricular manner we are aware that children need to develop an understanding of the subject disciplines, and this is made explicit in the way the aspects of the theme are presented to the children. Children are told that 'As geographers they will be studying and as scientists they will be investigating'. Teachers will, where possible, make links to professionals and roles in the wider community to give a relevant context for this understanding.

Literacy As a core subject literacy skills are taught explicitly and through all other subjects. Literacy teaching includes speaking and listening skills, phonics, spelling, grammar, reading and writing through a range of genre. Full details of coverage in each year group is detailed in the National Curriculum 2014.

For further details see Literacy curriculum guidance document.

Maths Maths is taught as a discrete subject in all classes as well as being integrated into other subjects. Teachers closely follow the guidance in the National Curriculum using a variety of resources to support the children's learning. In addition to the daily lesson, each class also holds a daily 'maths meeting' in which basic skills such as time, money and measures are regularly re-visited. Times tables are recognised as being vitally important and short daily practice sessions are provided in each class as well as being covered in the main lessons. Maths progress and attainment is assessed termly in addition to the on-going records kept by teachers based on their observations of the pupil's understanding.

For further information see our calculation guidance document.

Science This subject is taught explicitly across the school and the coverage required is mapped to the classes, with a range of teaching materials available to support planning. Sufficient time is available to the teaching of science to enable particular emphasis on the development of key scientific skills rather than just coverage of the breadth of study. Pupils are encouraged to plan investigations, devise ways of recording results and present data clearly.

History Children are taught to develop a sense of the past and chronology through studying a range of era. While the areas covered are those detailed in curriculum 2014, there is a strong emphasis on the development of the skills of historical enquiry. Where possible use is made of local resources, museums and sites of historical interest to motivate learning. In addition the children in KS2 are challenged to tackle local research topics to apply their developing skills.

Geography At Great Finborough Church Primary we aim to inspire in pupils a curiosity and fascination about the world and its people. We equip children with a range of skills, enabling them to use a variety of sources to find out about, analyse, compare and communicate their understanding of places. We teach children about a wide range of places, people and environments and study the key physical and human features of the Earth.

Music This is taught in a variety of ways across the school including regular whole class lessons covering a wide range of technical, compositional, performance and appreciation skills. In addition children are able to take part in a wide range of enrichment activities including workshops, clubs, visits and opportunities to engage in performances both within and beyond the school setting.

Computing This subject follows the 'Switched on Computing' scheme which develops computing skills through a range of motivational learning activities designed to show how computing is used in a variety of contexts. The school has invested in a wide range of resources to bring this subject to life.

RE Following the Suffolk agreed syllabus we teach using the local diocese 'Emanuel Project'. The religious Education across the school builds the children's knowledge and understanding of the main religions, with a particular emphasis on Christianity.

Modern Foreign Language French is taught formally from the beginning of KS2 but with incidental and less formal introductions such as counting, greeting and songs in KS1. In lower KS2 most of the coverage is verbal, using on-line materials to support pronunciation. As children progress to KS2 they begin to look in more detail at grammar and the beginnings of written work.

PHSE We use the Wiltshire Healthy schools Learn 4 Life programme as a basis for our personal, social and emotional learning. We add to this with additional resources in upper KS2 covering particular aspects such as drug education and healthy lifestyles, internet safety, sex and relationships education. Our Forest School programme offers many opportunities to explore this area of the curriculum and is used to develop children's sense of responsibility, personal safety and community.

PE Developing physical skills, strength, stamina and confidence are highly valued at our school. PE lessons take place in all classes and many additional off site specialist activities are made available, particularly in KS2. Children are taught gymnastics, dance, athletics and a wide range of games both inside and out. In KS2 children have swimming lessons. Children are given the opportunities to engage in competitive sport and a strong emphasis is made on the development of sportsmanship.

See separate Sports document for further details.

Art and Design This subject is often topic linked and teachers make use of the 'Art and Design in Suffolk' document for KS1 & 2 which offers guidance and learning opportunities covering the different areas of art covered. Children experience drawing, painting, printmaking, textiles, collage and 3D within each key stage as well as learning about famous artists and their work. The art curriculum is enhanced by workshops with real artists, visits to see works of art and opportunities for children to exhibit their own work.

Design Technology Often taught in concentrated blocks rather than a lesson a week, children study existing products, their design, materials use, suitability for purpose etc. before designing, making and evaluating their own. They learn about famous designers and engineers and develop a wide range of practical skill using appropriate tools. Areas covered within each key stage include resistant materials,

structures, textiles, mechanisms and food preparation. A range of published planning resources are available to staff to support teaching this subject. The design technology curriculum is enhanced through the Forest School programme which develops tool use and opportunities to build structures. In upper KS2 children experience the construction of larger structures through guided off site activities.

Assessment

Children's achievement within our curriculum is measured according to the school assessment policy. Within lessons assessment is through careful questioning and pupil's responses to differentiated learning activities. Formative assessment is ongoing, while summative assessment follows a set school structure. Pupils' attainment and progress is recorded using the school tracking on Pupil Asset.

Inclusion

Our curriculum is accessible to all children. Through careful planning, differentiation and support teachers make sure that barriers to learning are removed wherever possible. Key skills are taught at a level appropriate to the child, and where necessary children are offered intervention support to meet their learning needs. Our curriculum values learning and ability across all areas, recognising the skills and strengths of all individuals.

Monitoring

Our curriculum is regularly monitored by the curriculum leader and overseen by the headteacher and curriculum committee of the governing body. The curriculum leader monitors the delivery of the curriculum through pupil perception meetings, lesson observations and scrutiny of learning journeys/ subject books.

Accountability

The curriculum leader and head teacher are accountable to the Governing Body for the provision and monitoring of the curriculum. The curriculum leader sits on the curriculum committee and reports to this committee on the progress of the curriculum. Curriculum governors will also observe the curriculum through visits to the school, as defined in the monitoring schedule.

Review

The curriculum policy will be reviewed as required.

Susan Baldry

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