

Spaxton Church of England School

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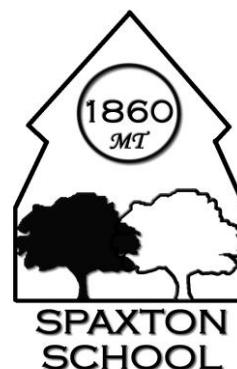
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Curriculum Policy

Policy Reviewed	Next Review Due
February 2018	February 2019



Our Vision

Inspired by: 1 Corinthians Ch 13 Vs 4-7

Those who belong to our school: **protect**, **trust**, have **hope**, **persevere**, show **courage** and **rejoice**.

Protect (Autumn 2016)	Trust (Spring 2017)	Hope (Summer 2017)	Persevere (Summer 2017)	Courage (Spring 2017)	Rejoice (Autumn 2016)
<i>Generosity</i>	<i>Truthfulness</i>	<i>Peace</i>	Resilience	<i>Forgiveness</i>	<i>Thankfulness</i>
Democracy	<i>Friendship</i>	Prayer	<i>Wisdom</i>	Individual liberty	<i>Humility</i>
<i>Service</i>	Tolerance	Ambition	<i>Endurance</i>	Strength	Joy
<i>Compassion</i>	Mutual Respect	Dream	Determination	Bravery	Praise
<i>Justice</i>	Kindness	Equality	Self-Control	Spirit	Celebrate
The rule of law	Goodness	Confidence	Working Hard	Enterprise	Achievement

Values in **bold** indicate British Values

Values in *italics* indicate Christian Values

Mission Statement: What we do and why we do it!

We are committed to developing young people as learners:

- ❖ Attitudes to learning, by all, are excellent. We have a child-centred approach to learning and promote an environment where the uniqueness of our young people is respected and encouraged.

We have a 'can do better' attitude:

- ❖ Our young people know how to improve and all adults strive to help every child to succeed. We expect all of our young people to fulfil their potential.

We put the values we hold dear, into action:

- ❖ The relationship between adults and young people, as well as the wider community, is grounded in the Christian Spirit and British Values.

We take pride in the approaches taken to educate young people:

- ❖ The teaching of life skills and delivering a broad and balanced approach to the curriculum are integral ingredients of our success. We pride ourselves on tailoring our teaching methods to suit individuals.

We value creativity:

- ❖ We are inspired by the creative arts and plan for its inclusion within our wider curriculum. Our young people are proud of their outdoor environment, which is central to our child-led curriculum.

We have a relentless approach to raising standards:

- ❖ With an academic environment that harbours a sense of increasing success, we are proud of the outstanding outcomes our young people achieve

Strategic Vision for 2020

We believe that our commitment to raising standards is high. However, it can be higher still. More children, of all starting points, will achieve above the expected level. High achievement will go hand in hand with a high level of application. Our pupils will take their love for learning and apply it outside the school gates and beyond.

We believe that a new rigorous and focused National Curriculum will be the vehicle for which to further increase the outcomes for all of our school community.

We believe that these high rates of progress and outstanding levels of attainment will be the minimum expectation. Skills and experiences in science and technology, sporting excellence, entrepreneurship and the arts will be enhanced by these high aspirations and will prepare our young people, extensively, for the next stage of their learning.

We believe parents and carers are integral partners and foresee the link between the school and home environment being a reciprocal and unified one. All parents will know the stage of their child's learning, in relation to their chronological age, and will be informed and active in their development. We understand that clear communication is vital.

We believe that pupil voice is a powerful tool and one that is the key to an individualised learning journey. From the running of the school website to the development of our improvement priorities, the young people of Spaxton will be at the very centre of their exciting and rich curriculum.

We believe that our children will impact greatly upon the local area as well as have a clear understanding of their responsibilities to the wider world. They will continue to be advocates for the school's values and use them to contribute towards shaping a democratic and tolerant society.

We believe our children have important opinions. They say the Spaxton of five years' time will:

- ❖ Be full of sporting opportunities
- ❖ Offer peaceful, quiet times
- ❖ Be well resourced for their learning
- ❖ Be a place of play and joy!

The guidance issued by the DfE with the updated National Curriculum, which came into force in September 2014 has emphasized the opportunities for schools to develop their own approaches to the school curriculum, and how it is organised and taught.

A Thematic Approach

There is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. Spaxton Primary School has therefore developed a new thematic curriculum to deliver the National Curriculum 2014 and other aspects of the school curriculum, including PHSE, Religious Education and Citizenship.

Structure

The Thematic curriculum has the following structure:

- Half termly cross curricular topics for all year groups from EYFS, KS1 and KS2
- Each topic is led one of the core 2020 values: “**protect**, **trust**, have **hope**, **persevere**, show **courage** and **rejoice**.” (see table on page 1 for associated synonyms)
- The combination of topics planned over a year will teach the statutory programme of study for the new National Curriculum.
- Each half term will start with an exciting, stimulating and thought provoking ‘entry point.’ This will normally be delivered on the first day back after a holiday.
- Each theme will culminate in an ‘exit point.’ This will be an event or project that encourages application of the National Curriculum skills taught in the half term and often involves our parental community.
- The learning journey, within the thematic curriculum, will often be evidenced in a thematic folder.

The curriculum framework consists of:

- 1) Organic whole school value coverage
- 2) Half termly curriculum overviews (on website and sent home to parents)
- 3) Curriculum coverage (monitored by Vision and Curriculum Coordinator)
- 4) Integrated planning (weekly overviews, core planning etc.)

Launching the topic

A new topic will be introduced with a planned ‘entry point’ or launch activity to engage the pupil’s interest.

KWL (Know**, **Want to know**, **Learned**)**

What we already **KNOW** – Topic Mind Map

After the introduction the class will create a shared mind map to:

- Collect ideas, prior knowledge, current understanding, vocabulary, questions and general discussion about the topic.
- Be a vehicle for the start of pupil voice and pupil choice
- Give pupils an opportunity to decide on the way in which they want to learn (trips, visitors, learning styles etc.)

This mind map can then be printed/copied and be used as the beginning of their project folders. At the beginning of the subsequent lesson, children may add any additional knowledge to their class mind maps.

What we **WANT TO KNOW** – Topic Overview

The class teacher will then share with the pupils what has been planned for the different subjects over the coming half-term, and how they relate back to the topic.

What we have **LEARNED** – End of Topic Reviews

At the end of the topic pupils will revisit the initial mind map and review their learning over the topic. They will complete a short Topic Review (see below) either independently or with help from an adult. In order to encourage children to show greater detail and understanding of the topic, HA, MA and children in KS2, may independently write and use the sub headings to review their learning. Therefore, they will not need a printed sheet. Also, this will encourage children to share and show learning that has taken place throughout the topic, rather than restricting them in sharing 4 facts learned.

End of Topic Review	
My favourite part of this topic was...	
Some interesting facts that I learned during this topic are:	
Any other comments:	

Project Folders

Each half term's thematic approach will be evidenced in each child producing a project folder. This is designed to:

- Provide evidence for the National Curriculum subjects that are not covered by work in exercise books.
- Be a vehicle for application. It is an opportunity for pupils to showcase and present their learning.
- Communicate the learning journey that has taken place over the half term's work (entry point, pupil voice, KWL, skills, exit point, review).
- Give an opportunity to develop independent style and champion creativity.

In order to ensure high standards and consistency, there are non-negotiables for the project folders:

- ✓ Each thematic folder to have a standardised front cover
- ✓ Thematic folders will be bound
 - ✓ Clear evidence of Entry Point/Exit Point (photos etc.)
 - ✓ A sense of pride in their work
 - ✓ Curriculum coverage, within folders, is clearly in line with Curriculum Overview?
- ✓ The British Values focus for the half term will be clearly evidenced
- ✓ Obvious cross-curriculum links
- ✓ Pupil Voice for direction of learning
- ✓ Evidence of KWL:
 - what we already KNOW
 - What we will WANT TO KNOW
 - What have we LEARNED (a review of learning)
- ✓ Obvious structure/flow to the learning journey (entry point, pupil voice, KWL, skills, exit point, review)
- ✓ Teacher feedback (where applicable) – in line with policy
- ✓ Marking code used (where applicable) - in line with policy
- ✓ Some creative writing may not have evidence of teacher marking/feedback

Subject Areas

Pupils will be encouraged to make links between subject areas, and sometimes be working on more than one subject at the same time. Staff will make the subject links clear at the start of each lesson.

Learning Intentions

Teachers will make learning intentions and success criteria clear during each session or lesson, and refer back to them as necessary.

Marking

There should be evidence of at least light marking. Please refer to the marking policy.

Assessment

There is currently no information from the DfE regarding formal assessment of subjects in the new National Curriculum. This policy will be updated once guidelines are available. Pupils work will continue to be assessed using existing AFL strategies.

Evaluating learning in a topic

Pupils should revisit the initial topic Mind Map at the end of the half term, and add new learning and understanding in a different colour. They can also correct any misconceptions. This will allow pupils to reflect on their learning and learning processes. Teachers might also like to encourage more detailed feedback on the topic, and what went well and what was less successful.

Subjects

As core subjects, English and Maths will be taught within the thematic approach where possible but explicitly, where needed.

English - Where possible links will be made with literacy genres, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement.

Mathematics - There is less opportunity for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked where appropriate for pupils and to support Maths learning.

Science - Science will be fully embedded in the topics, where possible. More time will be allocated over a half term to teaching science as it is still a core subject. Due to the class structure, there may be a rolling programme for the topics covered in different parts of the school. Please see the STEM coordinator for more details.

Foundation Subjects: *History, Geography, Design Technology, Art*

The Foundation subjects will be integrated into the topic, and will form the basis of much of the cross-curricular links.

Music – The National Curriculum coverage is monitored by the Language and the Arts Coordinator and Headteacher. Schemes of work for music are currently under review (Feb 17')

PE - PE is taught discreetly. We use the REAL PE resources, which concentrates on PE fundamentals. Pro-coaching deliver CPD sessions for teaching and support staff and intra-school competition, which allows the children to apply the fundamentals in a games situation.

Religious Education - RE is a statutory part of the curriculum. The school will follow the Somerset Agreed Syllabus for RE – Awareness, Mystery and Value (AMV). Where possible topics from this syllabus have been match to thematic topics across a year.

PHSE, Citizenship and Enterprise - While not statutory, PHSE and Citizenship are important aspects of our curriculum, and will be taught either discreetly or within a topic depending on the needs of the pupils in each key stage.

ICT and Computing - Computing is a new curriculum area, and covers the computer science aspects of the old ICT curriculum. This will be generally taught as a separate subject area. Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

Modern Foreign Languages (MFL) – MFL is non-statutory in KS1 but is statutory at KS2. New, revised QCA schemes of work are referred to ensure coverage.

Time Allocation

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundation subjects much more flexibly. Each half-termly topic normally has a lead subject, and this subject should have more time allocated to it over the relevant half-term where possible.

Given that Science is still a core subject, more time should be spent on this area.

2016/17 Agreed Exercise Books

Writing Book	Year R - 6
Mathematics Book	Year 1 - 6
RE Book	Year 1 – 6
Science Book	Year 1 - 6
Sketch Book	Year 2 – 6 (LK and VH class)
Genre Book	Year R - 6
Reading and Homework Link Book	Year 1 - 6
Same labels to be used throughout the school – Pdrive – labels – 2016-17	
Published Projects (1/2 termly) Please	Year 1 - 6

'project books – non-negotiables'	
As these were the book agreed on, there should be no other books used. Thanks	

Coverage over a school year

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject area.

Timetables

- English and Maths will be the focus of the morning sessions with a dedicated time for the streaming of phonics and spellings
- Some subjects will be taught discretely in weekly sessions e.g. PHSE, RE etc.
- There will be regular basic skills sessions each day, including guided reading, handwriting etc. Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week.