



## **Curriculum policy**

The new Primary National Curriculum (statutory from September 2014) states:

*The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.*

*The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting knowledge, understanding and skills as part of the wider school curriculum.*

## **Rationale**

The education of young children matters immeasurably - to them both now and in the future and to our society. It matters to all children but especially to those who, in our divided society, lack the massively compensating advantages of financial wealth, emotional harmony and a home life that is linguistically, intellectually, culturally and spiritually rich.

## **Aims**

All children will have equal access to an outstanding education.

The curriculum should enable all young people to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to lead safe, healthy and fulfilling lives

Furthermore we are going to make sure all of our children have the same rights and entitlement as those who are more privileged. Where it exists we aim to close the gap in attainment for disadvantaged children compared to others through effective use of the pupil premium.

We aim to ensure that our curriculum:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and

experiences of later life in modern Britain. It should actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

- focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics
- promotes high levels of achievement and good behaviour
- stretches the most able children by planning work that will challenge them and setting suitable tasks
- links to the school's system of assessment and that together they set out what pupils are expected to know, understand and do, and when
- information about what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirement to make curriculum information available on the school's website
- promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community
- is effectively planned and taught
- provides opportunities for children to gain experiences they might not have otherwise have through carefully planned trips and visitors that support and enhance the curriculum.
- includes a balanced approach to the pupils' RE that is broadly Christian but, where required, takes account of the teaching and practices of the other principal religions represented in Britain
- includes a rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong

The school's key focus will be to ensure that firstly all children have the basic skills of literacy, numeracy and communication. For example this means that by the end of KS1 all children have learned to read so that they are ready to read to learn in KS2. This focus on key skills is important for example to ensure that that our children leave the education system with the requisite literacy and communication skills to be employable and to be effective in that employment as well as to communicate well and act as a responsible citizen in society.

The principles below are what we believe needs to be in place if children are to learn and achieve effectively.

- The curriculum is about the development of the whole person
- All learners are given equality of opportunity in learning
- The school curriculum builds on learners' strengths, interests and experiences
- Important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities
- The curriculum presents learners with new challenges and opportunities
- The curriculum provides opportunities for projects which cross subject boundaries
- The curriculum focuses on knowledge creation as well as knowledge acquisition
- The curriculum reflects the learners' place in their local community
- The curriculum reflects the learners' place in the national and global communities

### **Outcomes for learners**

*For the school curriculum at Mansbridge to "ensure there are no barriers to every child achieving" (National Curriculum 2014), it should:*

- be based on the needs of all learners;
- provide learners with stimulating and engaging learning experiences;
- enable learners to see learning as an enjoyable lifelong process;
- enable learners to make constructive choices throughout their lives in order to achieve economically and personally as responsible citizens.

This can only happen if:

**1. The curriculum is about the development of the whole person.** Opportunities for learners to develop values and attitudes are as important as the development of skills and factual knowledge, so that all learners can:

- show success in a variety of ways;
- develop and maintain a positive self-esteem;
- follow a healthy lifestyle;
- show courtesy, consideration and good humour to others;
- be responsible, honest, caring and confident;
- be a constructive member of society;
- communicate effectively about themselves: articulate their own opinions and needs.

**2. All learners are given equality of opportunity in learning.** This will involve countering disadvantage by providing a relevant curriculum, and day-to-day learning tasks that are accessible to, and meet the needs of, all learners, so that all learners can:

- feel valued;
- understand that learning is relevant for them;
- enjoy learning;
- take an active part in their own learning in school and want to be lifelong learners;
- use technology efficiently as a tool for thinking, making or doing;
- cope effectively with change and diversity.

**3. The school curriculum builds on learners' strengths, interests and experiences** both inside and outside school, including those developed by their first educators - their parents and carers - and equips them with the skills to become confident, enthusiastic and effective learners, so that they can:

- understand that all learning is valuable, wherever or whenever it happens;
- be confident to make decisions about their own learning in school and their priorities as lifelong learners;
- enjoy learning and achieve as highly as they can, especially if they have a special subject or skill which they love.

**4. Important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities.** This will engage learners in communication, analysis, problem solving, enquiry and logical and creative thinking in many different contexts, enabling them to become adaptable, responsive and innovative, so that they can:

- think creatively, analytically and critically;
- understand that learning skills are transferable;
- communicate effectively about their learning;
- understand how to bring these skills to bear in different contexts throughout their lives.

**5. The curriculum presents learners with new challenges and opportunities.**

Through experiencing challenge, opportunity and risk in a range of safe contexts, including opportunities to plan for the next stage of their education and their role in society, learners learn to take risks and rise to challenges, so that they can:

- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- show initiative, resilience and confidence;
- take risks, responsibly and creatively;
- understand and work towards the needs of their community;
- be innovative and enterprising;
- use technology as a tool for innovation;
- make their living in ways that are enjoyable and make a positive contribution to their locality, their country and global society.

**6. The curriculum provides opportunities for complex projects which cross subject boundaries** and learners are provided with practical situations involving collaborative learning in order to solve problems by thinking both creatively and critically, so that they can:

- be creative;
- work independently and collaboratively;
- understand how working together can result in more new ideas, greater creativity and better problem-solving;
- engage in purposeful, sustained shared thinking with others.

**7. The curriculum focuses on knowledge creation as well as knowledge acquisition.** By making connections between different bodies of knowledge, learners create new learning for themselves, so that they can:

- understand that learning is an active, creative process, not simply a passive acquisition of information
- enjoy and feel achievement in thinking analytically and developing reasoning and enquiry skills.

**8. The curriculum reflects the learners' place in their local community.** It gives them opportunities to learn about the place, people and values in which they are growing up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that learners can:

- contribute to the community both in school and outside;
- value and respect themselves, their families and others around them;
- value the diversity in our society;
- value the environment in which we live;
- participate in decision making and contribute to the community.

**9. The curriculum reflects the learners' place in the national and global communities.** It allows them to develop their sense of identity beyond their personal experience, to develop a sense of belonging and empowerment to make a difference for the better in the wider world, so that they can:

- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- enjoy and flourish when at key transition points in their lives;
- understand the relationship between their community and the national and global communities;
- use national and global resources wisely and contribute to environmental sustainability;
- recognise their role and responsibilities as members of the national and global community

.accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

.develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## **The Foundation Stage**

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in the reception class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year. We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

## **Phonics**

We use the Letters and Sounds programme as the basis for our Phonics teaching but support this with a wide range of resources. Lessons are interactive, multisensory and delivered systematically. Children are encouraged to use their phonics skills across all areas of the curriculum to embed and apply their learning.

## **English as an Additional Language**

Students whose first language is not English are assessed on entry into Mansbridge School during their induction programme to measure their English language capabilities and needs. Extra support may be provided through timetabled EAL (English as an Additional Language) lessons such as Switch on. These lessons aim to develop the students English language skills and communicative ability and to build the students confidence to succeed in an English speaking environment.

## **Learning Difficulties and Disabilities, Special Educational Needs and Gifted and Talented**

At Mansbridge Primary School we strive to screen new pupils for learning difficulties and disabilities during the first half term after their entry to the school, as well as acting upon any information passed on by the pupil's previous school.

Pupils who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs have their needs considered individually by the Inclusion manager. More able children are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities. The provision for a pupil with a learning difficulty depends on a pupil's need having been formally diagnosed; and may include such help as group support within the classroom. Teaching staff are well informed, have up to date knowledge of effective learning and teaching strategies and are skilled at teaching pupils with learning difficulties and/or disabilities and those with particular special educational needs.

**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 non-contact time, 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, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. Subject leaders feedback annually to governors.

### **Assessing Pupils' Progress and Achievement**

Assessment, to support learning and to provide information about learners' progress, is most effective when teachers and learners are clear about the objectives and about the criteria for success. This is true whether the intended outcome of learning

is knowledge, or the development of a skill, or the development of learners' attitudes and values. In each case, progress and achievement will be most noticeable if the teacher has:

1. identified clear objectives,
2. identified the likely change(s) in learners' understanding and/or behaviour that will demonstrate that learning or development has happened, and
3. shared these with the learners, if possible taking learners' views into account.

## **Planning**

Following the implementation of the New Curriculum, all planning has been reviewed and rewritten or adapted to meet the requirements of the programmes of study for Foundation Stage and Key Stages 1 and 2. Curriculum planning is constantly under review and is subject to ongoing changes throughout the year. A copy of the long term plans for all key Stages can be accessed on the school website although these are considered working documents.

The Foundation Stage has a separate planning format which is detailed in the DFE Foundation Stage Handbook.

## **Long Term Plans**

Previously the number of hours to be allocated to each subject of the curriculum was determined at an hourly level. Now our approach is more flexible to suit the needs of the school and to respond to changing priorities such as introduction of MFL.

Decisions take into account guidance from the DFE and other bodies and research, subject content and the needs of our pupils. The statutory requirement from 1 September 2014 is for maintained schools to teach the relevant national curriculum1 programmes of study by the end of the key stage. Schools can teach the elements in the programmes of study in any order, even where they are written for separate year groups.

Furthermore the topic planner is changed on a yearly basis to reflect priorities and to capture topical matters and the interests of children (pupil voice and choice is important).

## **Medium Term Plans**

These are completed by the teachers in consultation with KS leaders and curriculum leaders. They are working documents and can be updated at any time to reflect current priorities.

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Medium term plans detail the work to be taught to each year group.

### **Short Term Plans**

Individual lesson plans are evaluated and refined on a regular basis. The format for Short Term Planning is decided by the teacher (although school proforma guidance is available for teachers to use). It must be recognised that the teacher delivering the lesson is responsible for the planning on which it is based. Where there are concerns about the quality of learning in a class the subject leader or member of LMT will wish to discuss the lesson planning so the teacher needs to ensure that they have planned effectively for the lesson and must be able to provide evidence that they have done so. Therefore, it is important for teachers to discuss the planning openly together to ensure high quality teaching.

Short term planning for each lesson should be available in the classroom and must be sufficiently detailed for a supply teacher to be able to teach the lesson. In this situation this may just take the form of the key learning objectives for the lesson.

### **Links**

Detailed work took place on the curriculum during 2014. In particular, individual staff looked closely at the links that could be made across curriculum subjects. These were incorporated into the planning.

### **Governors' review of the curriculum**

Once a year, the Governors will hold a curriculum review meeting. At this meeting subject leaders report back to Governors the impact of the curriculum on children's learning in terms of progress, attainment, content, and coverage. Governors have the opportunity to ask questions and the curriculum may be amended in light of these discussions.

### **Related guidance/policies**

To achieve all of the above more detailed guidance and policy can be found in the following policies/ guidance materials.

- Teaching and learning policy
- Marking Policy
- Presentation policy
- SEN policy

Adopted 1<sup>st</sup> February 2012

Reviewed Nov 2014

Ratified by governors 4<sup>th</sup> Feb 2015

Next review Feb 2018