

Curriculum Policy for Husthwaite CE Primary School 2014

We aim to provide an outstanding curriculum that is stimulating, creative and exciting for the children of Husthwaite CE Primary School. It will be broad and balanced, providing a wide range of experiences for them. The National Curriculum for 2014, the Early Years Foundation Stage Curriculum for 2013 and the North Yorkshire Agreed RE Syllabus will provide the basis for our curriculum. It will be enhanced by links to our locality as well as aspects that the children are particularly interested in. With pupil involvement in the creation of our curriculum, we hope they will feel enthused and enjoy a love of learning that they feel is relevant to them. They will be given the opportunity to have as many 'first hand' learning experiences as possible. Enjoying spontaneous, practical, child led activities will hopefully inspire and motivate them to become life-long learners.

It is important to us that the children enjoy differentiated learning experiences so that they are challenged appropriately with open ended, practical investigations. They will be able to question and explore ideas within a supportive environment. This will enable the children to use different learning styles to suit their individual needs. Working individually, in partners or in teams will give them the opportunity to show an understanding of others, assisting them to become good citizens in the future with a strong sense of community and awareness of cultural diversity. Through these thoughtful or thought provoking experiences the children will be able to develop their thinking skills, show perseverance and feel a sense of pride in their achievements.

Children's learning will continue to be well supported by their parents/carers working in partnership with the school; all staff, Governors and stakeholders involved in the school will be working to develop the whole child.

The curriculum will also promote the importance of healthy living and emphasise the value of personal relationships based on mutual respect. We aim for the curriculum to promote the spiritual, moral, social and cultural development of our children, so that they are prepared positively for life in modern Britain.

Our school curriculum will be delivered through:

- Discrete teaching of certain subjects
- Cross-curricular themes
- Use of specialist teachers/coaches
- Working in small groups
- Themed days and weeks
- Reading, writing, mathematics and computing skills taught separately as well as 'embedded' throughout the curriculum.
- Visits and visitors, both within the school day and on a residential basis.

Curriculum Planning

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The National Curriculum 2014, the EYFS Curriculum for 2013 and the North Yorkshire Agreed RE Syllabus for 2013 detail most of what we teach in the long-term.

Our medium-term plans, based on a 4 year rolling programme, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance

and distribution of work across each term. The subject leader is responsible for reviewing these plans.

Class teachers complete a weekly (short-term) plan for each subject. This lists the specific learning objectives and expected outcomes for each lesson. All lessons are supported by a range of resources.

Early Years Foundation Stage

The Early Years education we offer our children is based on the principle that:

- Every child is a unique child who is constantly learning
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways.

Our Foundation Stage curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

Prime Areas

Personal, Emotional and Social Development

Communication and Language

Physical development

Specific Areas

Mathematics

Literacy

Understanding of the World

Expressive Art and Design

Throughout the EYFS we provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced and relevant to the child and related to the real world.

Teaching and learning will take place within the classroom and outside area. Within these areas, children will participate in a variety of activities, both with an adult and independently to demonstrate their learning.

We plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum.

Assessment

In the EYFS, regular assessments of children's learning are made. This information is then used to ensure future planning reflects their identified needs. Assessment in the EYFS takes the form of formal and informal observations; they are recorded in a variety of ways and contribute to each child's individual 'Learning Journey' book. At the end of the reception year in school, the child's progress is recorded onto the EYFS profile showing the attainment of each child in relation to the Early Learning Goal descriptors, together with a short narrative describing the child's three learning characteristics.

In KS1 and 2 staff undertake formative and summative assessments on a regular basis. Children's progress will be assessed to ensure that good progress is made against their starting points. The children's progress will be tracked carefully so we can work to ensure that any gaps in their knowledge are filled as speedily as possible (*so that they at least meet age related expectations or performance descriptors and close the gaps depending on their starting point*).

Teachers usually assess children's work in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. Written or verbal feedback is given to help guide children's progress. All children are encouraged to make judgements about how they can improve their own work with a view to becoming reflective learners.

Teachers meet to assess writing and maths from the whole school every half term to moderate their marking and assessments. Currently, for Y2 and Y6 children, teachers use A.P.P. sheets to measure progress in reading, writing and maths. Individual records are kept. At the end of each Letters and Sounds phase an assessment is undertaken and individual records kept.

Long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6. Teachers make annual assessments of children's progress based on the level descriptions of the National Curriculum.

Inclusion

At our school we teach all subjects to all children, whatever their ability and individual needs as a part of our aim to provide a broad and balanced education for all children. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, 'looked after' learners, and those learning English as an additional language, taking all reasonable steps to achieve this. Individual and small group support programmes are used successfully when required.

Updated November 2014