

Spring  
2015

'FROM GREAT TO AMAZING'

# Suffolks Primary School Curriculum Policy



SUCCESS, UNIQUENESS, ENVIRONMENT, COMMUNITY

#### Consultation process

- Staff (March 2015)
- Pupils (July 2015)
- Parents (July 2015)
- Governors (February 2015)

Signed  (HT)

Signed  (CoG)

# The Curriculum at Suffolks

## Statement of Intent

### Our Vision

At Suffolks Primary we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the new 2014 National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Suffolks Primary School is evolving according to the needs of our children and to the aspirations of the staff and community.

### Aims & Objectives

The aims of the curriculum are to:

- promote high standards in reading, writing and maths;
- allow children to develop a knowledge of themselves in time and space;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- enable every child to play a musical instrument;
- enable pupils to be creative through art, dance, music, drama and DT;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values;
- help children understand Britain's cultural heritage;
- enable children to understand and respect other cultures;
- value the environment through enrichment programmes;
- value our parent partnerships which help enrich our curriculum;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities and experience of adult life;
- understand the idea of democracy and values of living in Britain.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

### Key skills taught

At Suffolks Primary School we are committed to teaching our children the necessary skills that will enrich their learning experiences. These are:

- spoken language
- application and mastery of number
- drama and performance arts
- problem solving
- working together

## **Themes and Values**

At Suffolks Primary school we are committed to developing the whole child. We have a unique set of themes and values that are underpinned through our broad and balanced curriculum. These themes are success, community, environment and uniqueness. Our values run alongside these as excellence, friendship, responsibility and respect. We are determined to develop character traits that are purposeful to modern day living. Through our values and curriculum we teach:

- perseverance, resilience and grit
- confidence and optimism
- motivation, drive and ambition
- community spirit
- tolerance and respect
- honesty, integrity and dignity
- conscientiousness, curiosity and focus.

We believe that all of the above are key attributes and behaviours that underpin success in school and work in the wider world.

As a school we 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. We teach these through our board and balanced curriculum as well as extra-curricular activities, such as school council, house team captains, pupil voice and circle time.

## **The organisation of the curriculum**

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Foundation Curriculum requirements. At Suffolks Primary School we use a combination of teaching through discrete subjects and a more creative approach. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively. Maths and Literacy is taught discreetly concentrating on the core areas. In maths these are Number, Measures, Geometry and Statistics. Literacy is focused on the key areas of reading, writing, spelling, grammar, punctuation and speaking and listening. Our foundation subjects are taught through linked areas of learning. The RE scheme of work follows the Enfield Agreed Syllabus.

## **Planning**

National Curriculum objectives are incorporated into our planning. An overview of the topics covered within Years F to 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school.

### **Long term planning**

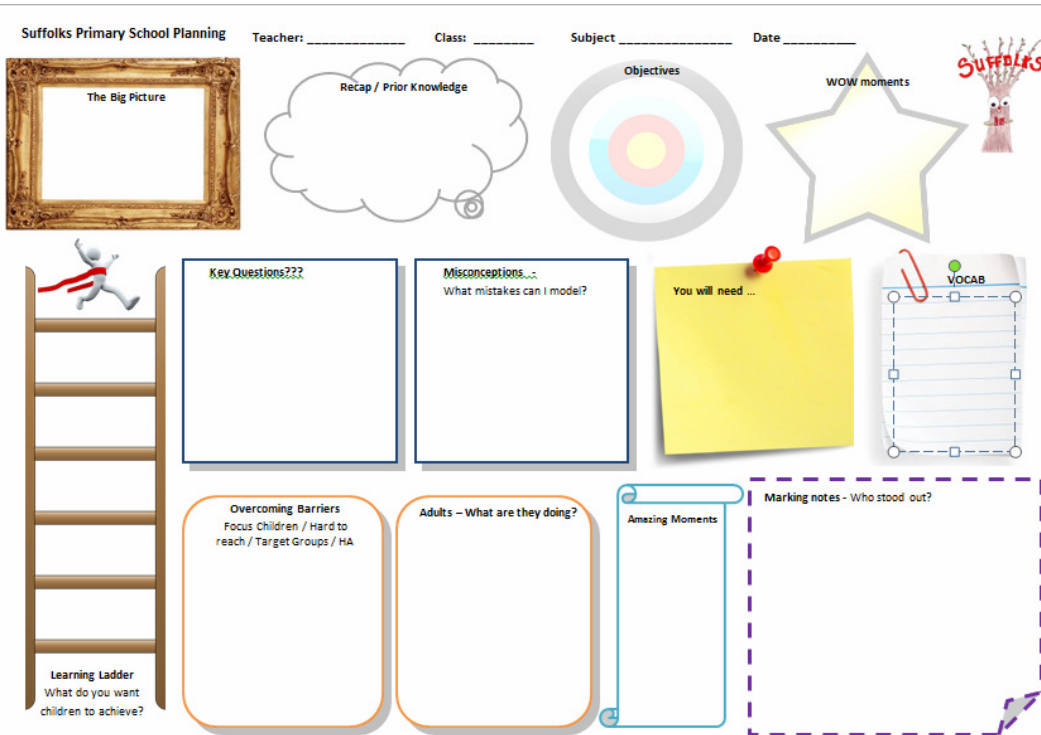
These show an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross curricular way across school.

### **Medium term planning**

These show specific objectives to be taught within each area of the curriculum and the links between them.

### **Short term planning**

These break down the objectives into weekly achievable targets and activities. At Suffolks we use the 5 minute plan. We identify our objectives and plan lessons accordingly. These plans allow for teachers to note down post teaching ideas and misconceptions for next time.



Pupils are part of the planning process at the medium and long term planning stages. Long term planning is flexible year on year as long as the objectives from the National Curriculum are covered. Therefore topics may change.

Teaching staff are encouraged to enthuse the children and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. This works really well at the beginning of a topic but can be used anywhere.

In maths, teachers are expected to break down each Learning Objective into differentiated steps to success. These represent the model they provide and the outcome they expect. This allows for evidence of progress. Red stands for must, green is for should and blue is for could.

**LO: To add TU to U using an unlabelled number line.**

Monday 3<sup>rd</sup> November 2014

Steps to Success:

- I can draw a number line
- I can write the biggest number at the start
- I can count forward and draw the jumps
- I can count in 1s
- I can count in bigger steps
- I can read a word problem that involves adding

## **Foundation Stage including assessment**

The curriculum is based around the principles contained in the Early Years Foundation Stage curriculum guidance. The seven areas of learning are taught through a play based approach with a mixture of adult-led and child-initiated learning, both indoors and outdoors. Adults in our setting play a crucial role in supporting, developing and challenging the children. Continuous observations of the children inform the adults on how and what the children are learning and how best to plan the children's next steps. Children are taught phonics from nursery all the way to the end of Reception. Phonics is planned for and taught daily in Reception, using the RWI approach. Maths is planned for and taught daily using Development matters as guidance. Maths is taught through a mixture of songs and practical activities.

By the end of the Foundation Stage each child is assessed against the early learning goals and the teachers must indicate whether the children are meeting expected levels of development, exceeding expected levels, or not yet reaching expected levels. These assessments are carried through observations of the children whilst engaged in self-chosen activities.

### **Children with Special Needs, including Able, Gifted and Talented**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school and the Speech and Language unit, as stated in our SEN policy. If a child has a special need, our school does all it can to meet these individual needs to overcome potential barriers to learning in partnership with parents. At Suffolks Primary we comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If staff, parents or carers raise a concern about a child, his/her teacher will make assessments and adapt the curriculum under advice from the Inclusion Manager. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. This is called 'quality first teaching'. Sometimes a child needs additional help and the Inclusion Manager will observe and assess the child, and school support staff, working with the Inclusion Manager may introduce an intervention programme. If a child needs specialist help the Inclusion manager will meet with parents and make a referral to the local authority. Specialist staff including speech therapists may be used to assist the child. If a child's need is more severe, we consider making an application for an Education Health Care Plan. If a child is working at the extension level they will be given open-ended questions and tasks and encouraged to follow lines of thought independently, as stated in our Able, Gifted and Talented policy.

### **Equal Opportunities and inclusion**

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

### **Assessment**

At Suffolks School, we believe that assessment is an important element in the cycle of children's learning, which includes planning, recording and reporting. Assessment has two elements – assessment **of** learning and assessment **for** learning.

Assessment of learning is an indicator of the attainment of a child at a particular point. At Suffolks, we record these points in autumn, spring and summer, and measure progress in between. This form of summative assessment enables:

- moderation to achieve a common understanding of expectations
- effective curriculum evaluation and planning
- a means of tracking progress and attainment for individuals, classes, groups and the school
- information for target setting, projections and progress review
- staff to reflect on the effectiveness of their teaching and planning
- information to be gathered and reported to the DfE, LEA, SLT, governors, parents, children, subject leaders and other staff.

At Suffolks, assessment of learning is carried out through:

- statutory assessment – baseline, EYFS profile, end of key stage SATs, end of key stage teacher assessment and annual reports to parents
- non statutory assessment – levelling of work against year group expectations in English, Maths and Science using a range of evidence, including pupil's work, periodic tests, general observations and note taking.
- discussions during PPA and phase meetings
- progress review meetings

For more information please refer to the assessment policy.

### Extra- Curricular activities

We are committed to developing the whole child. We extend our curriculum by offering a range of extra-curricular activities. These include:

- Ballet
- Tennis
- Football
- Netball
- Art
- Gardening
- Dance
- ICT
- Reading (Kindles)

### Resources

We use a number of schemes across the curriculum. All have been checked to ensure new curriculum coverage for 2014. These are listed below.

Subject	Scheme we use
Maths	Abacus, Testbase, First class at Number and Numicon
Literacy	Lancashire Grid for Learning and Nicholas Roberts
Early reading (Phonics)	Ruth Miskin and DSR
Reading	Renaissance Learning (Accelerated Reader)
Science	Snap Science
Computing	Espresso coding
Music	Sing up and Music Express
Art	Art Express
DT	Projects on a page
French	La Jolie Ronde
Forest School	Forest Schools
RE	Enfield agreed syllabus
PSHE	SEAL resources
Topic	Nicholas Roberts
Handwriting	Nelson
PE	Enfield agreed syllabus, right dance, Leap into Life

### Role of the Subject Leaders

The role of the subject leaders is clearly laid out in our curriculum leader's handbook. The clear themes are:

- Working with the school's SLT using agreed protocols for raising standards and monitoring and evaluation
- Observing lessons;
- Book looks;

- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Working alongside colleagues;
- Assisting with planning, teaching, assessment and reporting of the subject.
- Leading discussion of the subject at staff meetings;
- Organising and leading in-service days;
- Running assessment trials;
- Attending relevant in-service training;
- Prompting others about relevant training;
- Keeping up to date with all relevant research in their subject area at both local and national level;
- Audit, order and manage resources to enhance learning experiences for all children;
- Representing the school in local cluster groups.

### **Role of the Subject Teams**

At Suffolks Primary School each subject has a unique team of people working in that area. The roles of these teams are laid out below:

- Support the subject leader in administering tasks identified in the subject action plan;
- Take an active role in promoting their subject through discussion with colleagues, parents and children;
- Assisting with the resources of the subject across the whole school.

### **Role of the Curriculum leader**

The role of the curriculum leader is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum.
- Support and offer advice to colleagues on issues related to their subject.
- Monitor pupil progress.
- Provide efficient resource management

### **Curriculum Monitoring & Review**

Our governing body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.

We have named governors for all curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the curriculum through planning, classroom observation, liaising with the Curriculum Co-ordinators and School Management Team.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.