

Eastchurch Church of England Primary School



Curriculum Policy

Date: September 2016

Review Date: September 2019

Policy Statement

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 1 and 2 ready and secondary ready), and enable them to be successful in the community.

We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities.

The school curriculum is underpinned by the Christian ethos of our school. We expect our children to put the Christian values they acquire at school into practice both in their learning and in their interaction with other people. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, Gifted and Talented, Homework, SEND, Assessment, Teaching and Learning and all subject policies

Aims

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- From the start, children are taught in differentiated groups to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are “lifelong learners”, committed to an ongoing development of their own knowledge and skills to optimise the pupils’ learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

EARLY YEARS FOUNDATION STAGE- Nursery and Reception

In Nursery and Reception we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This is mandatory for all schools. It sets the standards for learning, development and care for children from birth to five. It is a principled, play based approach.

The Early Years Foundation Stage – There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, building their capacity to learn and form relationships and thrive. The three **prime areas** are:

- Communication and Language
- Physical Development
- Personal, Social and emotional Development

Children are also supported in four specific areas. The **specific areas** are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Eastchurch Primary School all areas are equally important and are delivered within our Nursery and Reception Year through planned, purposeful play with a balance of adult led and child initiated activities.

ENGLISH

English is central to the curriculum at Eastchurch. The overarching aim for English in the new 2014 National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Our English lessons are often based on a class reading book, taken from ‘The Power of Reading’ book list, and/or are taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors.

Handwriting is given a high priority and correct formation and the cursive style is taught explicitly as well as encouraged in written work. A range of extra activities are used to promote literacy within the school for example ‘World Book Day’.

Our pupils are encouraged to read for pleasure and to read widely. The children will be heard reading individually and in groups. Children are read to or share a class reading book regularly. The daily guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills.

We use Book Banding to level our books accurately and this helps the teachers to provide a structured reading programme that will help children learn new words and make sense of stories. Children learn how to problem solve independently when they come across an unfamiliar word, by using their visual (decoding/phonics skills), meaning (context/understanding of the story) and structure cues (which word would make sense within the sentence). Our children are assessed to move up to the next Book Band reading level using the Benchmark assessments which test fluency, retelling and comprehension skills. Parents are given clear expectations about reading at home and to promote good communication about children's reading, each child has a Reading Contact book.

From Nursery through to Key Stage 1 phonics is taught daily using 'Letters and Sounds'. This plays a crucial part in teaching children to decode unfamiliar printed words and how the letters on the page represent the sounds in spoken words. Older children have a daily session to improve grammar, punctuation and spelling, using No Nonsense Spelling and Grammar to guide teaching for each year group.

MATHS

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths starter. The maths curriculum is designed in relatively small carefully sequenced steps, which must each be mastered before pupils move to the next stage. Fundamental skills and knowledge are secured first. This often entails focusing on curriculum content in considerable depth at early stages, moving on to develop confidence and competence (mastery) of each concept. A detailed, structured curriculum is mapped out across all phases, ensuring continuity and supporting transition. There are extra activities throughout the year to promote mathematical skills and thinking including participation.

SCIENCE

Science permeates almost every aspect of daily life. Being scientific is something that we all are, to some extent, when we're trying to solve a problem. The steps we take to solve the problem constitute the process. More often than not, the process is such a natural, instinctive way of thinking that we don't immediately associate it with science.

At Eastchurch, we encourage children to ask questions about their world, and find answers by first-hand experience and **working scientifically** through practical investigation.

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the

specific disciplines of biology, chemistry and physics

- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

We provide the children with a wide range of practical opportunities to investigate and develop their scientific knowledge. Encouraging exploration, curiosity and discussion allows children to begin to understand the world in which they live.

Careful planning of topics ensures continuity and progression for all children as they move from one year group to the next. Our aim is to provide the children with an enjoyable experience of science so that they will develop a deep and lasting interest in their world. Science has changed our lives and is vital to the world's future prosperity therefore we aim to equip children with the knowledge and a set of skills that they will undoubtedly need for life in an increasingly scientific and technological world.

RELIGIOUS EDUCATION (R.E.)

Religious Education is required to be taught as a core subject in all schools.

Eastchurch School is a 'Controlled Church of England' school, which means that the way RE is taught is controlled by the Local Education Authority.

We teach according to the 'Agreed Syllabus' which has been devised by the 'Standing Advisory Council for Religious Education' and approved by the Government.

This means that our children will be taught facts and beliefs objectively about the Christian faith as the main study, and details about three other world religions; Judaism, Hinduism and Islam. We also encourage children to form their own opinions and to respect the values of others and use the Kent Agreed Syllabus for RE to help underpin this.

Through R.E. we aim to encourage children to develop a spiritual awareness of themselves and the world around them and to have time for reflection.

Parents have the right to withdraw their children from R.E., and from worship, but we expect that parents would discuss this with the Head of School first.

GEOGRAPHY

The aims of Geography at Eastchurch school are to:

- develop contextual knowledge of the location, physical and human characteristics of globally significant places.
- understand the processes that give rise to key physical and human geographical features of the world.
- are competent in the geographical skills needed to collect, analyse and communicate data gathered through experiences of fieldwork and interpret sources of geographical information, including maps, diagrams, globes, aerial photographs etc.
- communicate geographical information in a variety of ways, including through map

making, tables, graphs and writing at length.

Where possible Geography is taught through first hand experiences such as studies within the local environment, such as the school grounds, the seaside or further afield to locations of geographical interest. The teaching of Geographical vocabulary is an important aspect of this subject throughout the year groups alongside the use of maps and atlases. The children look closely at the similarities and differences between our own and other global locations such as Kenya and Mexico in KS1 and Locations in Europe, Asia and North and South America in KS2.

HISTORY

Our aims in History at Eastchurch Primary School are to help children develop a sense of identity through learning about the development of Britain, Europe and the world, and to introduce them to what is involved in understanding and interpreting the past. Knowledge and understanding will be at the centre of the children's historical learning, as well as developing key skills throughout lessons, such as enquiry, interrogating, organising and communicating. The children will learn about changes in their own lives and those around them. They also learn about the lives of different kinds of famous people, and of notable events in the history of their own country in Key Stage 1, such as Victorian Seaside Holidays, The Gunpowder Plot and Florence Nightingale. In Key Stage 2, children study important episodes from Britain's past, such as the Stone, Bronze and Iron Ages, Romans, Anglo-Saxons, Vikings, life in Tudor Times, the Ancient Greeks, as well as a special study of the achievements of the Ancient Egyptians. Throughout their study of these different historical periods, the children will be able to place their historical understanding into different contexts. Visits from experts throughout the year will help the children to develop a sense of history, as they are given the opportunity to explore first-hand genuine and replica artefacts from different historical periods.

PHYSICAL EDUCATION (P.E.)

Children participate in athletics, netball, dance, dodgeball, handball and gymnastics. In Key Stage 2, they also learn to swim. They plan, perform and evaluate their work so that they can improve their personal performance, help others and work in a team situation. We recognise that many children enjoy moderate competition, but we believe it is important to encourage competitive sport so that all children can feel prepared for the sporting futures they may wish to pursue. We teach children the importance to their health of regular physical activity.

Children have the opportunity to join a wide variety of clubs held both in school time and after school, and to compete in tournaments and matches with other schools. We have a school minibus which allows us to participate in sporting activities and competitions as part of the local collaboration of schools.

ART

In our teaching of Art, we aim to help children learn about their world in terms of form, colour, line, tone, shape and texture. We teach them the practical skills they need to express their creativity. The programme they follow encourages careful observational work, and we also help the children develop critical abilities by looking at a wide variety of art, including painting and sculpture, from both British and foreign cultures. Art skills are

taught in a cross curricular way so that they link in to the class topic and remain both relevant and enriching.

DESIGN AND TECHNOLOGY (DT)

Design and Technology is a very practical subject, where we aim to provide children with opportunities to design and make products of good quality for a given purpose. Food technology is incorporated into D & T. Teachers always check against medical lists for any allergies that might affect the children so it is essential that parents keep us updated regarding any changes in a child's health.

Throughout the School, the children are given a variety of projects to work on. Usually these will be linked with other subject areas, such as science or maths. Children learn how to use a variety of materials and tools appropriately and safely.

PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHE)

The PSHE and Citizenship curriculum is delivered through class circle time. We have also adopted the Social and Emotional Aspects to Learning (SEAL) programme. Areas covered include, health education, friendship, self esteem and relationships. We have a school council that meets twice every term. Representatives from each class meet to discuss important issues and make decisions about their school. Minutes from every meeting are taken back to all classrooms to share with classmates.

SEX EDUCATION

Sex education is the responsibility in law of the governing body. We recognise that potentially this is a contentious area of the curriculum and we would always consult parents to gain consensus and support. Sex education is incorporated within our personal, social and health education which inevitably broaches some sensitive subjects that are treated by staff with care, thought and sensitivity. At Eastchurch School we recognise that sex education is more than just the biological aspect. In the younger classes sex education is taught within the framework of marriage or a caring relationship.

It takes into account the social development of a person from a child through to adult life and is an inseparable part of the physical, intellectual and emotional growth of an individual.

The School Nurse is involved in delivering a presentation on 'Growing Up' to Year 5 & 6 in co-operation with the class teachers. The materials used in this work will be discussed at a presentation for parents led by the School Nurse. Parents are then able to decide whether or not they wish their child to take part in these lessons. Additionally, Year 5 girls and boys separately have an informal talk with appropriate members of staff.

MUSIC

At Eastchurch, class teachers are responsible for the teaching of music to their own classes.

We aim to develop pupils' enjoyment and understanding of music through practical activities and approaches. These activities should help the development of children's listening skills. We give children opportunities to compose and perform their own music. We have a wide variety of traditional musical instruments and some from other cultures, all

of which the children can use. Music is played regularly to widen the children's knowledge of composers as well as different styles of music. Children in Years 3 and 4 are taught to play tuned instruments such as the Ocarina and the Ukulele.

Singing is positively promoted throughout the school and is used as a tool teaching music, for thinking skills, reflecting and for enjoyment. Children also have the opportunity to join the school choir.

Private or small group lessons are available during school time on a range of instruments by a company called 'Pitch Perfect'. The cost of these is payable by parents/carers.

MODERN FOREIGN LANGUAGES

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life.

From September 2014 the teaching of Modern Foreign Languages becomes compulsory at Key Stage 2. At Eastchurch Primary School, children are primarily taught French. Our aim is to provide an appropriate balance of spoken and written language in order to lay the foundations for further foreign language teaching at Key Stage 3. Throughout the school our children are also exposed to the basic vocabulary of a variety of other languages and cultures.

COMPUTING

The new computing curriculum comprises of three strands which aim to support a child's holistic understanding of computers and how they work. These strands focus on Digital Literacy, Information Technology and a larger emphasis on Computer Science which looks at programming and de-bugging. Although there will be occasions when the children are taught the subject directly, Computing will encourage children to use a wide range of programs and technologies through a cross curricular approach, assisting children's learning across the National Curriculum and helping to embed the important skills needed in their current and future lives. Aspects of E-safety are taught alongside the main computing curriculum at every opportunity as well as forming part of the school's PSHE.

Appendix

Role and responsibilities of the teaching staff

The teaching staff will ensure that:

- The curriculum is delivered effectively
- The curriculum is delivered with due regard to the individual needs of each pupil and differentiated as appropriate
- Planning is relevant to the needs of the children
- Subject teams provide a strategic lead, support and advise colleagues, and monitor progress in their area
- The procedures for assessment meets all legal requirements and results are published
- There is equality of access to the whole curriculum

Role and responsibilities of the Subject Leader

The Subject Leader will:

- Keep up to date with developments in their key area of learning at both national and local levels.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
- Lead sustainable improvement through supporting colleagues and others.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

Role and responsibilities of the SLT

The SLT will ensure that:

- The Governing body is involved in decision-making processes that relate to the breadth and balance of the curriculum, including the School Improvement Plan
- The Governing body is advised about statutory targets and results in order to make informed decisions
- School policies are approved and/or reviewed at appropriate intervals
- A termly report is given to Governors on curriculum and other developments
- Governors are informed about the nature of any parental complaints
- All school policies and procedures are checked against the principles set out in the curriculum policy
- All teaching staff fulfil their roles and responsibilities (see above)

Role and responsibilities of the Governing Body

The Governing Body will:

- Ensure that a broad and balanced curriculum is delivered which meets all statutory requirements and is in line with the curriculum policy
- Have a strategic input into the School Improvement Plan
- Consider the advice of the Headteacher when setting targets and monitor progress towards those targets
- Receive all relevant reports, performance and assessment data
- Ensure that national curriculum tests and teacher assessment results are published
- Monitor progress towards curriculum

