



CURRICULUM POLICY

This policy should be followed with due regard to the requirements of the School's Equality and Diversity Policy.

Pupils have access to their statutory entitlement as outlined in the National Curriculum and the agreed syllabus for RE.

Our aim is to implement a curriculum that allows us to:

- **Enable children to acquire worthwhile knowledge and skills, developing their understanding of the key ideas defined within a subject or discipline;**
- **Deepen children's understanding, supporting creative thinking and provide ample opportunities for them to apply and use their knowledge and skills in cross-curricular studies;**
- **Support children in developing good attitudes and dispositions so that they are instilled with a love of learning and a desire to go on learning**

What are we trying to achieve?

That our curriculum enables all of the children we work with to become:

- **successful learners** – who enjoy learning, overcome barriers, make good progress and achieve;
- **confident individuals** – who are able to lead safe, healthy and fulfilling lives;
- **responsible citizens** – who make a positive contribution to society;
- **experts** – who develop the behaviours of artists, scientists, historians etc.

A clear focus for learning, based on;

- **Attitudes and attributes** e.g. determined, adaptable, confident, risk-taking and enterprising
- **Skills** e.g. literacy, numeracy, ICT, personal, learning and thinking skills
- **Knowledge and understanding** e.g. big ideas that shape the world.
- **Creativity** e.g. freedom to learn in their own way.

How do we organize things?

Into a curriculum that as an entire learning experience is underpinned by a broad set of common values and purposes.

The components of the curriculum are

- Environment
- Events/visits
- Learning outside the classroom
- Lessons
- Locations
- Routines

The approaches to learning supporting the curriculum are

- Based on the active engagement of all involved with a purposeful learning dialogue that builds on key learning 'moments'
- Varied and matched to learning need
- Built on assessment that is fit for purpose and integral
- Inclusive of opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development
- Inclusive of assessment strategies that develop learners self-esteem, engagement and commitment to their learning
- Designed to encourage independent learning
- Personalized – offering challenge and support
- Relevant, purposeful and for a range of audiences
- Built on assessment that uses a wide range of evidence to encourage learners to reflect on their own learning and engage with meta-learning.
- Involve learners proactively in their own learning – where learners take responsibility for their engagement in learning, the identification of barriers to their learning and the sharing of their thinking with others.
- Resourced to match learning need.

The whole curriculum is based on overarching themes that have significance for individuals and society, and provide, the following, relevant learning contexts;

- Identity and cultural diversity
- Healthy lifestyles
- Community participation
- Enterprise
- Global dimension and sustainable development
- Technology and the media
- Creativity and critical thinking

Our curriculum is based on the seven areas of learning within the Early Years Foundation Stage Framework and dovetails all the statutory expectations set out in the Primary Curriculum with these areas.

We endeavour to apply the principles that inform practise in the Early Years and Foundation Stage across the school - Appendix 1 sets out a number of these EYFS principles.

September 12

Linguistic Development

In developing the children's linguistic ability we provide opportunities for the children to express themselves orally and in writing to develop their range of vocabulary and understanding. They will work to develop their reading comprehension and foster a love of reading.

We use a synthetic phonics approach to support early linguistic development and this is built upon through support for spelling strategies as children progress through the school

Reading - Our approach to reading is challenging, stimulating and engaging. We use a cross-curricular, multi genre, approach to engage the children and to allow them to experience a variety of text types.

All Saints teaches reading through phonics – being able to decode words; using a range of different stimuli, texts and contexts. We build upon these decoding skills using blending/phonics strategies, ensuring that children have a secure phonic understanding before they move onto the next stage. Once children have a secure phonic understanding they are supported in developing on sight reading skills and then comprehension of the whole text.

The reading skills that we teach are informed by our on-going assessment of the barriers to learning for individual children. We use guided reading sessions to encourage higher order thinking skills.

Home school links are an essential part of our support for reading enabling us to communicate the focus for guided reading session, focus words and providing guidance on blending/segmenting words.

Modern Foreign Languages - All children will be taught Spanish and French during their time at the school.

Mathematical Development

The daily maths input will focus upon the full range of mathematical skills and understandings in line with national expectations.

A clear progression in learning number and place value enables the children to develop an appropriate range of strategies for mental and written calculation. Pupils are encouraged to look for efficient methods for calculations, explain their thinking and draw conclusions. These skills in calculation and communication are then applied throughout the curriculum

There are opportunities to apply knowledge and understanding to solve a range of different problem types.

There are planned opportunities for the development of a deeper understanding of concepts – fully supported by the use of appropriate models, images, 'concrete' representations and jottings. Our provision for maths is designed to encourage reasoning and thinking - communicated using higher order mathematical vocabulary. The learning outcomes from this provision evidence a deep understanding of appropriate concepts

Outcomes in maths at this school show evidence of how children are making links and applying a range of associated skills, knowledge and understanding;

Emerging and new technologies

At this school we feel that new and emerging technologies should be integrated into the curriculum whenever appropriate in order to bring about a richer, more relevant experience that deepens the understanding of our pupils.

How do we find out how well are we achieving our aims?

In order to make learning and teaching more effective so that learners understand quality and how to improve we evaluate impact through

- Looking at the whole child e.g. curriculum aims, progress in skills
- Using information intelligently – to identify trends and clear goals for improvement
- Using ‘critical friends’ to offer insights and challenge assumptions
- Using a wide range of measures, both qualitative and quantitative
- Creating a continuous improvement cycle
- Using a variety of techniques to collect and analyse information
- Choosing assessment fit for purpose
- Involving the whole school community e.g. learners, parents, teachers and governors.

In order to make learning and teaching more effective so that learners understand quality and how to improve we use accountability measures of

- Attainment and improved standards
- Behaviour and attendance
- Civic participation
- Healthy lifestyle choices.

A breakdown of the skills, knowledge and understanding developed within our curriculum structure is set out by ‘Year Group/Planning Teams’ in Appendix 2. Please follow the links on the next page below to view these by year group and term.

Foundation Stage Planning Wall Term 1a
Foundation Stage Planning Wall Term 1b
Foundation Stage Planning Wall Term 2a
Foundation Stage Planning Wall Term 2b
Foundation Stage Planning Wall Term 3a
Foundation Stage Planning Wall Term 3b

Y1 and 2 Autumn Term Year A
Y1 and 2 Spring Term Year A
Y1 and 2 Summer Term Year A
Y1 and 2 Autumn Term Year B
Y1 and 2 Spring Term Year B
Y1 and 2 Summer Term Year B

Y3 and 4 Autumn Term Year A
Y3 and 4 Spring Term Year A
Y3 and 4 Summer Term Year A
Y3 and 4 Autumn Term Year B
Y3 and 4 Spring Term Year B
Y3 and 4 Summer Term Year B

Y5 and 6 Autumn Term Year A
Y5 and 6 Spring Term Year A
Y5 and 6 Summer Term Year A
Y5 and 6 Autumn Term Year B
Y5 and 6 Spring Term Year B
Y5 and 6 Summer Term Year B