

**Curriculum Policy and Statement**

| Date           | Review Date    | Lead Responsibility            | Nominated Governor   |
|----------------|----------------|--------------------------------|----------------------|
| September 2019 | September 2020 | Head Teacher<br>Governing Body | Curriculum Committee |

This policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum -a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)

**The school curriculum is organised into two distinct phases, the Early Years Foundation Stage for children aged 3 to 5 years. This spans over the Nursery and Reception and Key Stage 1 for children aged 5 - 7 years.**

**The National Curriculum for children aged 5-7 years**

The National Curriculum consists of:

- Core subjects - English, Mathematics and Science;
- Foundation subjects: Computing (ICT) Art and Design, DT, Music, PE, History and Geography

Religious Education is taught as required and the school makes provision for a daily Collective Act of Worship

PSHE is also taught using the national Social Emotional Aspects of Learning (SEAL) programme.

At Grange Park Infant and Nursery School we ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets introduced in September 2014.

*The National Curriculum provides the children with the essential knowledge that they need to be educated citizens. It introduces the pupils to the best that has been thought and said; and helps to engender appreciation of human creativity and achievement...The National Curriculum provides an outline of the core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupil knowledge, understanding and skills as part of the wider school curriculum. (Statutory Guidance National Curriculum in England: Framework July 2014)*

The school is prepared for the full implementation of the National Curriculum September 2016 in Key Stage 1.

## The Early Years Foundation Stage (EYFS)

**The Early Years Foundation Stage Framework 2014 is the statutory framework for all early years settings.**

We believe it is essential to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels valued, motivated and confident to meet new challenges and reach high expectations with a sense of achievement.

The Foundation Stage covers the development of children between the ages of three and five years, it is important because it is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation. We see play as a central tool for learning as it is a key way in which young children learn with enjoyment and challenge.

The Foundation Stage is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Foundation Stage curriculum is organised into six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

**You can view the National Curriculum and the Early Years Foundation Stage documentation fully by visiting <https://www.gov.uk/government/organisations/department-for-education>.**

## Aims

- To provide a broad, exciting and challenging curriculum that embraces the five outcomes set out in Every Child Matters.
- To provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens;
- To set standards and have high expectations for every child; planning to stretch the more able as well as those pupils who have low levels of attainment or come from disadvantaged backgrounds;
- Identify and plan accordingly for children with special educational needs;
- To take account of the needs of pupils whose first language is not English; provide them with opportunities to develop their English with additional support so that they may take part in all subjects
- To provide an environment that is fun, stimulating and challenging to all pupils.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- To equip children with a range of skills and a desire for lifelong learning.
- To work with other schools to share good practice in order to improve this policy.

## How the School Curriculum is Organised

All children receive a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life.

We strive to provide a curriculum that all pupils will find engaging, curious, exciting and enjoyable. This is achieved through the experience and enthusiasm of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences wherever possible, in a structured well ordered classroom environment.

We understand that a balanced curriculum is comprised of learning specific knowledge related to individual subjects but more essentially learning key skills that will enable them to make connections and apply skills across different subjects and topics.

Knowledge can be defined as what the children should know at each stage of their school life. We aim to teach the children knowledge in a memorable and relevant way matched to their age and abilities. For example in Nursery and Reception the children will learn better through play based activities. In Year 1 and 2 the teacher will break down learning into small units known as learning objectives and these usually begin with 'to know'. Sometimes the teacher will need to teach directly to the children and at other times the teacher may organise the class to investigate a problem to gain knowledge.

Skills are developed through a wide variety of topics across different themes. These skills are again matched to the children's age and ability and are linked to the factual knowledge that children will be gaining. Learning objectives to develop children's skills will begin with 'to be able to'. The teacher will organise the children to develop skills through a range of teaching strategies, and these may include more 'hands on activities' especially in the Early Years.

Breadth, depth and progression is covered through whole year group themes, topics and whole school topic weeks, for example, two weeks when we focus on the Arts through a theme, sometimes a Science Week and a Health Week. There are opportunities throughout the year for a broad range of curriculum subjects to be explored through a range of topics. Teachers carefully consider choice of themes; usually English and all it's components is prominent. Progression is ensured by the subject co-ordinators and the Year Group Managers, who monitor the teacher's planning, look at samples of children's work, arrange moderation across subject areas and across year groups.

## Assessment

The school has clear systems in place for monitoring progress as the children develop.

In The Early Years Foundation Stage the children's progress is recorded and assessed using The Early Years Foundation Stage Profile. This record begins in the Nursery and is completed by the end of the Reception Year.

Classroom Monitor, an electronic recording tool has been introduced recently to the Early Years Foundation Stage, linking into the whole school use of Classroom Monitor in Key Stage 1.

All members of staff have been trained to assess the children against the Early Learning Goals and contribute to the EYFS Stage Profile throughout the two years.

During transition meetings receiving teachers become familiar with the children's level of attainment in the Early Years.

When the children first enter the Nursery and Reception Class they undergo a baseline assessment within the first half term to check their level of ability in the area of communication, Literacy, Numeracy and PSHE.

A Speech and Language check is carried out for all children in Reception through a programme called Language Link. This helps the school to ensure that children receive the correct amount of support to make good progress from their own starting points in speaking and listening.

In Key Stage 1 the children's work is monitored, assessed and evaluated using the on going assessment and recorded in Classroom Monitor. This provides a comprehensive record and assessment of a child's progress in Key Stage 1 for all National Curriculum subject

At the end of year 1 the children take part in a national assessment to assess their ability to decode words using phonics, this is called the Phonic Screen Check.

All assessments are evidence based and the teachers assess the children using National Curriculum Level descriptions.\*

In Year 1 and 2 the children are assessed using a range of Assessment materials to assess progress in Reading, Writing and Mathematics. Parents are informed of the outcomes of assessments and their support is sought.

In Year 2 children complete Standard Assessment Tests and Tasks (SATs) that are set nationally. These tests and tasks are in English (reading, writing, spelling and handwriting), and Mathematics and form part of the overall assessment of a child. The teacher makes a judgement of the child's National Curriculum Level based on the child's performance through the SATs and their performance and development throughout the year.

The 'Teacher Assessment' is therefore recorded and reported as the final score to the Department for Education and Skills.

**\* New guidance states that schools will not be reporting end of Key Stage 1 results in terms of levels after July 2015. The school is trialling and exploring how best to assess children without using 'Level descriptors'. We are remaining cautious and maintaining the very good systems we have in place until we find a suitable and equally robust system to assess children's attainment accurately and consistently throughout the school.**

**For your information however it is still useful to know that according to the 'old Level descriptors' the average seven year old is expected to achieve a level 2b+. More able pupils achieve level 3.**

## Reading Scheme

We recognise that reading is fundamental to all curriculum subject areas therefore a great deal of emphasis is placed on training staff, resources, allocation of time, provision of additional support and parental involvement from Nursery (age 3) through to the end of Year 2 (age 7).

We use the Oxford Reading Tree Scheme throughout the school. The children start the scheme in Nursery. Please see the school website for detailed information.

We also encourage parents to use [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk), a website they can log into through provisions the school has made for all year groups. Parents can have access to a range of books from the Oxford Reading Tree scheme for free, fun phonic games similar to those used in school for the children to access at home. This is particularly supportive for parents who use English as an additional language.

For Year 1 and 2 we have also bought into facilities for parents to access further reading materials through a homework website called 'Bug Club'. Teachers select the reading books for individual children each half term, which they can then access from home. There are exciting games and motivational activities to check for comprehension. Each child has a unique log in code.

## Target Setting

The school has established very clear systems for target setting in order to support children with their learning and help them to make progress. Teachers will discuss individual targets with parents for different subjects.

Target setting is very important for children who have additional needs, for example Special Educational Needs and children with Disabilities, they have Individual Education Plans to ensure that they are supported and make progress. Other specific groups such as Gifted and Talented and children using English as an Additional Language have targets to work towards which are planned by the class teacher.

## Roles and Responsibilities

The Head Teacher and the Governing Body take overall responsibility for the curriculum.

Subject Managers co-ordinate and monitor their particular area of curriculum responsibility to ensure that it is implemented consistently and effectively with agreed policies.

## Sex and Relationship Education (SRE) \*

The Governing Body has agreed a policy for SRE. This forms part of the Science and Personal, Social and Health Education Programme of the school. We deal with sex education as naturally as possible. At all times we are honest and sensitive to the children's age, ability, religious and cultural background.

## Religious Education and Collective Act of Worship \*

The school has adopted the Locally Agreed Syllabus for the teaching of Religious Education, which the Governing Body has adopted. We are required by law to carry out a daily collective act of worship. This is usually around a humanitarian theme, awe and wonder of the natural world, celebration of important festivals from Christianity, Islam, Hinduism and Sikhism. We draw out themes that are common to all religions such as honesty, nature, loyalty, family and care of fellow human beings. Further information can be found in the Collective Act of Worship Policy.

If you wish to withdraw your child from the daily collective act of worship then please make an appointment to discuss the matter with the Head teacher first. You are within your rights to do this according to the law, but it is useful to have a discussion to clarify any misconceptions.

## Parental Involvement and Community Engagement

Parents are invited in for a whole raft of workshops and information sessions to support them in the education of their children. Parents are fundamental to the assessment process, they are expected to engage fully in their child's learning, and are involved at every stage

Parents receive a complete breakdown of the children's learning each half term broken down into weeks through the Half Termly Plan. They also receive comprehensive guidance on how they can extend and contribute to the topics the children are learning.

Parents' Evenings happen three times a year. The first meeting takes place in October towards the end of the first half term for Reception, Year 1 and Year 2. It is an opportunity for parents to talk about how the children are settling and discuss curriculum targets. The second meeting takes place towards the end of the first half term in February or at the beginning of the second half term in March. Parents can see the progress the children are making in their work-books and booklets. The final meeting focuses on any questions parents have about the end of year Annual Report for their child. This meeting takes place towards the end of the academic year in July.

In the Early Years Foundation Stage there are workshops and presentation which involve parents observing teachers teaching phonics, observing story time, gaining insight into the importance of communication and language, and the importance of play and its impact on learning.

In Key Stage 1 the school offers a range of curriculum workshops for parents to help them to understand how they can help their children. The workshops enable parents to gain insight into school expectations by handling the work of children of different abilities, giving them opportunities to ask questions about areas of learning and to observe the teachers teaching phonics.

Through the Learning Library Programme parents are shown how to support their child with reading at 1:1 sessions if their child is struggling with their reading.

Parents attend their child's Birthday and Class Assemblies and a range of whole school assemblies and events throughout the year.

This is by no means a comprehensive list of the support the school offers parents. The school responds to needs following monitoring of teaching and learning, analysis of data, requests from parents and from staff.