

Manor Park CE VC First School

Curriculum Policy

Our Mission Statement:

'Inspiring all to learn and grow'

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The Connected Curriculum at Manor Park First School encompasses all core and foundation subjects and enables us to provide a high standard of teaching and learning.

We aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach. Our Connected Curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent and responsible citizens.

Aims:

Our Connected Curriculum aims to:

- Raise achievement
- Provide a broad, balanced and enriching curriculum
- Challenge thinking
- Enable safe 'risk taking'
- Promote curiosity, i.e. for further study
- Embed key skills in order to prepare children for real-life and everyday situations
- Provide opportunities to apply knowledge and learning in practical ways
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- Develop excellence and enjoyment
- Develop social skills and encourage children to become more active citizens within the school community and beyond
- Personalise the National Curriculum into a programme of study that helps all pupils to succeed in their academic and personal development in a way that builds the vision and values of our school

The **Core skills** we would develop are:

- Communication
- Application of number
- ICT
- Working with others
- Improving own learning and performance
- Problem solving
- Thinking and questioning skills
- Information processing
- Reasoning and enquiry
- Creative thinking
- Evaluation

These skills should be transferable across subjects.

National Curriculum Requirements

Years 1 to 4 plan and assess using the National Curriculum (revised September 2013). Children in Year Two sit SATs based on the Interim Framework. Years 1 to 4 use “Assessing Without Levels” and School Pupil Tracker to make judgements.

Organisation and Planning

Our curriculum is organised into topics and our planning incorporates both National Curriculum and EYFS objectives. Topics are based on children’s questions and so this determines the length of time that the topic lasts. Throughout the school children and staff are being encouraged to think reflectively and ask deeper questions. We have adopted the philosophy for children approach to support this. A whole school overview is maintained by the Teaching and Learning Leader and the Senior Support Leader to ensure topics are balanced and coherent across the school.

In order to ensure that the curriculum is relevant to the specific needs of the children that attend Manor Park, we have worked as a staff to develop three key **curriculum drivers**: Choice, Community Values (school, local, national and global) and Outdoor Learning (environment, neighbourhood). These drivers underpin all topics in all year groups to ensure impact and development across the whole school.

Opportunities for **Speaking and Listening** are optimised and basic skills are delivered through this holistic approach to teaching. The use of **ICT** is encouraged in all topic areas and discrete skills taught which can be applied in children’s independent learning.

Where possible, we endeavour to deliver a connected curriculum where skills and content from one subject area are both imported and exported into other areas of learning and relevant links to the topics are made. However, the following subjects are taught as dedicated, discrete sessions:

- **Aspects of English** – Phonics, Guided Reading and Handwriting are taught discretely as they build up basic skills.
- **Maths** – Key Mathematical skills are often taught discretely, but links to topics are made where appropriate.
- **Aspects of Science** – Key Scientific skills of enquiry are usually topic based.
- **RE** – RE is taught in accordance with the national framework for Religious Education and “Discovery” RE. Main Christian Festivals are explored and celebrated through the “Jump Into The Picture” approach to learning.
- **PE (Swimming in Year 2)** - supported by School Partnership coaches.
- **MFL** – KS2 only

Our planning is organised in the following way:

Long Term Planning/Curriculum map - This gives a broad outline of the objectives/skills taught in each subject area and each year group. It shows progression and continuity between skills taught in a cross curricular way across the school. Long term planning is flexible year on year as long as the objectives from the National Curriculum are covered. All planning is kept in folders on Google Drive. Curriculum skill coverage is updated and monitored by the Teaching & Learning leader each term.

Medium Term Planning - This details specific objectives to be taught within each subject area of the curriculum and the links between them.

Weekly Planning - This breaks down the objectives into weekly achievable targets and activities. Success criteria underpin the lesson goals and differentiation is evident.

Pupils are part of the Topic planning process at all stages. This can be seen in the **Topic Walls** in each classroom where the questions generated by the children form the basis of each topic's development. These questions are shared with parents through curriculum leaflets and home learning activities. As the questions are answered as the topic progresses answers are displayed on the Topic Wall. Each topic is planned to include the '**WOW**' factor, e.g. special events and experiences, off-site visits and / or visitors into school. This works really well at the beginning of a topic but can be used anywhere. All classes have a **LEARNING Wall** where children are reminded of the attributes of a Learner and this display is constantly revisited to support the development of children as learners. Children's achievements are celebrated regularly in the school through displays, sharing **learning outcomes** with parents on a termly basis (and the rest of the school community) and 'Celebration Assemblies.'

Monitoring and Evaluation and Assessment

The SLMT monitor the progression, continuity and effectiveness of the connected curriculum together with the governing body. Staff are deployed into the following Curriculum and Learning Teams (CALTs): Each CALT consists of a Core Subject and Foundation Subjects.

- Science / Geography / History
- Maths / DT
- ICT / Art / Music
- English / MFL /
- RE / Collective Worship / PSCHE / PE

CALT - CALTS meet regularly and action plans are written at the beginning of each year. Each CALT has a leader and implications of the action plan are discussed and monitored regularly.

At the end of Reception children are assessed in seventeen areas against the Early learning Goals. In Years 1 to 4 pupils are assessed in line with National Curriculum age-related expectations in Reading, Writing, Mathematics and Science. They are graded throughout the year according to whether they are emerging, developing or secure in these age-related expectations. School Pupil Tracker Online is used to record and track the children's progress and attainment. In order to show progress within the three areas of emerging, developing and secure, teachers can attach a #3 or #4 to the assessment to show depth of learning and mastery.

Writing targets are written with the children and Assessment for Learning (AFL) strategies form our ongoing assessment practices for all subjects including foundation subject. This provides information to inform next steps for learning whilst working through topics.

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.

The Foundation Stage

The curriculum that we teach in the Early Years classes meet the requirements set out in the revised Early Years Foundation Stage (September 2012). Our curriculum planning focuses on

the Development Matters statements and on developing children's skills and experiences towards most children achieving the Early Learning Goals by the end of the Foundation Stage. Our school fully supports the principle that young children learn best through play and by engaging in well-planned structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Early Years leader (and teachers in the Summer term) to our feeder pre-school and nursery settings and through other professional liaison meetings. During the Foundation Stage, the Reception staff carry out continual observations to track and assess children's progress and attainment. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers in the form of a 'Learning Journey'. The Learning Journey (Tapestry) is online so that all parents and carers can access it whenever they choose via a unique username and password issued by the school. Parents sign a 'safe usage' policy before they are allowed access to their child's account to ensure that any photographic materials are for personal use only and that any comments made by parents are suitable and appropriate.

We are well aware that all children need the support of parents/carers and teachers in order to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through our open door policy, parent consultation meetings, end of year reports and individual 'Learning Journeys.'

Policy Monitoring, Evaluation and Review

This policy will be monitored by the school's Senior Leadership Team and the Governors will evaluate the policy.

Review Date – September 2018