



Manor Park CE VC First School

Curriculum Policy

Our Mission Statement:

Inspiring all to learn and grow

October 2018

Manor Park CE First School Curriculum Policy

The Connected Curriculum at Manor Park CE 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
- Develop 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
- Collaboration
- 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 Teacher Assessment 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 (P4C) approach to support this. A whole school overview is maintained by the Teaching and Learning and Curriculum and Assessment Assistant Headteachers to ensure that 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**: Enquiry, Community Values (school, local, national and global) and Independence. 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 (RWI in Early Years and Y1)
Guided Reading and Handwriting are taught discretely as they build up basic skills.
- **Maths** – The Singapore Maths Approach is used where key Mathematical skills are taught discretely alongside weekly problem solving lessons.
- **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, “Discovery” RE and Understanding Christianity. Main Christian Festivals are explored and celebrated through the “Jump Into The Picture” approach to learning.
- **PE (Swimming in Year 4)** - 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 and is reviewed at the time of writing the policy. 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.

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 Topic Leaflets and home learning activities. The questions are answered as the topic progresses and answers are then 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. Parents are informed in the first term of each school year what the Curriculum Expectations are for that academic year through a Curriculum Expectations leaflet. All leaflets can be found on the school website. All classes have a **LEARNING Wall** where children are reminded of the attributes of a successful 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 SST 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.

- Maths
- English
- RE / Collective Worship/ PSHCE/ SMSC/ Citizenship
- Science / Geography/ History/ MFL/ Forest Schools / Outdoor Learning
- ICT / Art / Music / DT / PE / Drama

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 subjects. 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. The Early Years staff work closely together to ensure that experiences given to children in pre-school are built upon and developed further in Reception. Positive partnerships are built with all feeder pre-schools and nurseries to ensure a smooth and happy transition for all children joining our setting.

During the Foundation Stage, the Early Years 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 an online 'Learning Journey', called Tapestry. Year 1 and Year 2 teachers also use Tapestry to share learning that cannot be captured in books. The Tapestry Learning Journeys can be accessed by all parents and carers 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 sharing of individual school books.