

Curriculum Policy

Approved by the Governing Board on

Date: April 2018

Review: April 2020

Signed _____

Curriculum Policy

Introduction

Our curriculum is based on the National Curriculum as well as a creative, cross curricular curriculum for the Foundation subjects called 'Cornerstones.' This curriculum is skills and knowledge based and the pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. The Cornerstones Curriculum is focused on more than 80 Imaginative Learning Projects (ILP). Each ILP has an overarching theme linked to a national curriculum subject. In addition to the main subject focus, each ILP makes meaningful links across a range of subjects and covers multiple aspects of the National Curriculum. In each ILP, lessons are organised in a weekly series and link National Curriculum Programmes of Study (knowledge) and age-related skills.

Teachers design their curriculum for their year group by choosing ILPs that they feel meet their pupils' needs. Each ILP shows the breadth of subjects covered, and teachers are encouraged to be mindful of curriculum balance as they choose which ILPs they want to do. After selecting which and how many ILPs to do, teachers check their National Curriculum coverage by doing a gap analysis for each subject.

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. Many of the ILPs in Cornerstones promote aspects of spiritual, moral, social and cultural (SMSC) and fundamental British values (FBV). As a school, 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; this then helps to prepare our pupils for life in modern day Britain.

Early Years Foundation Stage

In Reception and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are: Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The Early Years Foundation Stage (EYFS) curriculum is taught to the Nursery and Reception class, as well as pupils within the ELP1. The EYFS classes plan for learning through the pupils' interests, environmental factors, mini themes, events and from observations recorded. The Cornerstones curriculum is also used to deliver the EYFS curriculum. Each area of learning and development is implemented through planned, purposeful play within the indoor and outdoor environment and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. At Gilbert Scott Primary School we support the pupils in using the three characteristics of effective teaching and learning. They are introduced to the pupils in a child friendly way through Learning Detective characters such as Curious Cat and Imaginative Unicorn.

English

English is taught daily in all year groups with a group taking part in a pre-teach session before the English lesson takes place. All year groups, including the EYFS, teach English using the 'Power of Reading' teaching approaches, which are linked to a text and provide good opportunities for writing. The Cornerstones Curriculum allows teachers to plan for cross-curricular writing; high standards of English are expected within all curriculum areas.

All classes have a discrete weekly spelling, punctuation and grammar lesson which focuses on developing a grammar skill linked to the National Curriculum. Spellings are set weekly and from Year 1 onwards, they are linked to a spelling pattern or rule. Children are set five spellings to learn at home. They are then tested on these five and five different ones which follow the same rule to test the children's ability to apply the rule. KS1 and KS2 classes are tested termly on the common exception words for their year group and the scores recorded and monitored. Handwriting sessions are taught in KS1 classes and as intervention groups when necessary, in KS2.

Phonics is taught daily in EYFS and KS1. This is alongside Guided reading which also happens daily in each year group. Class teachers organise a timetable of activities that are carried out across the week, which include the use of reading journals for follow on tasks from the reading session with the teacher. The 'Power of Reading' teaching approaches are used in Guided reading. Our pupils are encouraged to read for pleasure and to read widely. Parents are given clear expectations about reading at home. Class teachers, TAs and volunteer readers hear individual readers daily across the school.

Maths

Maths is timetabled daily for every class throughout the school. Every class also timetables a daily fluency lesson where, key arithmetic and mental maths skills are taught, revised, practised and tested. Every maths lesson is 'pre-taught' to a group of specifically targeted pupils who are just below the age-expected level; this is to help them grasp the core skills and concepts, before the rest of the class has been taught.

Teachers plan their lessons weekly; they look at the termly planning subjects and also use the NCTEM in conjunction with the National Curriculum for Maths. Lessons are taught with a view to allowing pupils to explore the concepts in real life situations thus helping pupils to apply these skills. Teachers use a variety of different resources and methods to teach different groups in their class. Concrete apparatus is used as much as possible to help the pupils to 'see' the numbers or amounts. In each year group, key skills specific to the year group are tested on a regular basis (e.g. number bonds, times tables, addition and subtraction).

Science

Science is predominantly taught through the projects chosen in Cornerstones from Nursery up to Year 6. As Science is not taught discretely each week, the teachers ensure that the subject is still covered fully and that challenge builds on previous knowledge with each year group. Teachers are then required to teach some Science lessons discretely as any

area not covered by the chosen projects will still need to be taught. In line with the National Curriculum, our lessons aim to: 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; and be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Computing

Computing is mainly taught within the Cornerstones curriculum; a gap analysis is done in order to highlight any areas that are not covered within the chosen topics. Each class has allocated time in the Computer room at least once a week and it can be booked for other slots when necessary. Each class has access to Samsung tablets which can also be used to support Computing lessons.

Computing comprises of five strands: computer science, data handling, media, e-safeguarding and information literacy as well as a curriculum designed for the EYFS. The children develop their skills, starting in Reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns. At the beginning of each term, the teachers remind the pupils about keeping safe on the internet. The Computing subject leader also holds a whole school assembly at least once a year on online safety.

History

History is taught to stimulate the children's interest and understanding about the life of people who lived in the past. The pupils learn a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them the skills required to research past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving which can be used across a range of subjects. History is taught within the Cornerstones Curriculum, although discrete lessons are planned and taught as necessary, according to the coverage in each year group.

Geography

Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human Geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the

importance of sustainable development for the future of mankind. Many of the topics in Cornerstones have Geography as the main focus and allow the pupils time to gather the skills and knowledge they need to develop a deeper understanding of the subject.

Music

Music is usually taught as a stand-alone subject although the Cornerstones curriculum offers ideas to link music to a topic. In Key Stage 1, the pupils learn to use their voices expressively and creatively and are given an opportunity to play tuned and untuned instruments. They listen to a range of high-quality live and recorded music and make sounds using music. In Key Stage 2, the pupils learn to play and perform, using their voices and musical instruments. They learn to compose music and use staff and musical notes. They develop an understanding of the history of music.

The school has bought into Sing up which has a very large bank of songs, offering ideas of how to teach songs as well as offering echo tracks to allow the teaching of the songs to be accessible. Assemblies provide an opportunity for the pupils to learn new songs as well as practising singing for special occasions such as carol services and school productions. A peripatetic teacher offers drumming lessons to children who wish to learn an instrument.

Physical Education

PE is taught to all classes from Reception to Year 6, twice a week; lessons are both inside and outside. Teachers are beginning to plan their lessons using a new scheme called 'PE Hub.' The lessons focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Coaches from Smiths Academy come in one afternoon a week and offer high quality sports lessons to two classes a week. These lessons focus on specific sports, such as: basketball, tag rugby and athletics. The coaches also supervise playground games and football skills at lunchtimes. Dance is taught within the PE curriculum and usually linked to the Cornerstones topic. During the summer term, weekly swimming lessons for Years 1 - 6 take place in the school pool by an outside instructor. This promotes the expectation that all pupils will be able to swim 25 metres by the end of Key Stage 2. More able pupils are offered tennis lessons in the summer term.

After school PE provision is made for all year groups in Key Stage 2. Football and netball clubs are offered to both boys and girls in Key Stage 2, led by staff. The football teams play matches and in tournaments against other Croydon schools. Athletics lessons are delivered in the summer term and selected pupils represent the school at Croydon Arena. Sports events take place within the Selsdon Education Partnership (SEP) where pupils compete against other local schools.

Art and Design

Art and Design is taught within the Cornerstones curriculum as well as discrete lessons when necessary. Teachers use the Art and Design essential skills overview to ensure it is pitched at an appropriate level, providing challenge and the acquisition of skills. The aspects include: use of sketch books, developing ideas, selection, drawing, painting, 3D, printmaking, collage,

photography, colour, pattern, line and tone, form, evaluating and appreciating. Teachers are also encouraged to reflect and use art and design when exploring texts within the Power of Reading approach (linked to English). In Key Stage 1, the pupils find out about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. In Key Stage 2, the pupils also learn about architects and designers in history.

Design and Technology

D & T is linked to the topics in Cornerstones. In these topics, pupils are taught to design, make, evaluate and to use technical knowledge as well as cooking and nutrition. The D & T lessons encourage the designing and making of products to solve real and relevant problems. The pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Cooking lessons teach the principles of nutrition and pupils learn how to prepare and make a wide variety of simple recipes. They also learn to understand where food comes from and how it is grown.

Modern Foreign Languages

Teachers are required to teach Spanish the equivalent of 50 minutes a week in Key Stage 2; this can be broken down into short daily lessons or two lessons a week. The teaching should provide an appropriate balance of spoken and written language and should enable pupils to understand and communicate ideas, focusing on familiar routines. The pupils are taught to engage in conversations by broadening their vocabulary. Basic grammar is introduced and the pupils learn to speak in sentences.

Personal, Social and Health Education and Sex and Relationship Education

Personal, Social and Health Education (PSHE) is currently being taught through Circle Time sessions, timetabled on a weekly basis, discrete lessons and through cross curricular sessions with subjects such as Science and PE. The school has recently adopted the PSHE Association's scheme of work for PSHE and SRE (Sex and Relationship Education). This scheme of work is based upon the Croydon SRE Scheme of work (2017) and PSHE Association planning framework (2014).

The PSHE objectives are for each key stage; these objectives are broken down further in the PSHE scheme to make it appropriate for the year group. Teachers are able to make cross curricular links where appropriate (e.g. Science). Using the yearly overview and the suggested outline by the PSHE Association, teachers plan individual lessons based on specific objectives. It is suggested teachers deliver one lesson a week. Teachers can be flexible on what is taught due to the needs of children and other issues that may arise. Weekly assemblies are often linked to PSHE.

SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of PSHE. There are three elements that are central to SRE: attitudes and values, personal and social skills and knowledge and understanding. Each year group has requirements and specific topics to follow.

Parents are allowed to withdraw their child from any PSHE and SRE lessons with non-statutory objectives.

Religious Education

For the teaching of Religious Education, the expectation is that the curriculum provided 'promotes the spiritual, moral, cultural, social, mental, and physical development of pupils' and 'prepares pupils for the opportunities, responsibilities and experiences of adult life'. The school uses the Croydon Agreed Syllabus for Religious Education 2013, which is taught by class teachers during class time and during whole school acts of collective worship; this amounts to approximately one hour per week. The syllabus is introduced in EYFS and is progressive as the children move up the school. Parents may personally request that their child may be excused from Religious Education and/or attendance at collective worship through reasons of religious conscience. Teachers may also withdraw from teaching religious education or attending collective worship by reasons of their religious conscience.

The Croydon Syllabus places greater emphasis on enquiry based learning and there are many opportunities for pupils to pose questions and undertake research of their own. The six main world faiths are covered through the key stages: Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism. There is an expectation that each year group plans an educational visit related to the faith they are learning about.

Enrichment

Enrichment is offered through educational visits (including residential), sports clubs and competitions, School Council, Junior Travel Ambassadors, visiting speakers/specialists and themed days and weeks that encompass all curriculum subjects during the school year. Identified pupils are offered Forest School sessions at a local school within the Selston Education Partnership (SEP). Events are organised between the schools within the SEP, where pupils visit other settings and have access to enrichment activities.

Educational visits are organised for each year group; these visits are directly linked to the topics covered in Cornerstones.

Organised enrichment weeks take place during the year. These weeks have a theme and are cross curricular. This gives teachers the opportunity to reinforce and develop specific essential skills in many areas of the curriculum as well as delivering discreet lessons in areas where gaps have been identified. The pupils are motivated and engaged during these weeks and prove to be a positive experience for all.

Monitoring and Evaluation

The Head Teacher and SLT will continuously monitor the effectiveness of the curriculum. Feedback from parent questionnaires, school council, and pupil progress data will be considered. Action points will be discussed and agreed with staff. The Head Teacher will include curriculum development in the Head Teacher's termly report to the Governing Board.