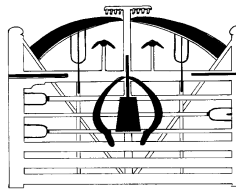


At Prettygate we are committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment.



Prettygate Infant and Junior School Curriculum Policy

Reviewed annually Summer Term

Introduction

The curriculum comprises all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that enrich children's experiences. Included in this is the 'hidden curriculum', or what the children learn from the way they are valued and expected to behave. We aim to teach children how to develop responsible approaches to their learning and promote collaboration, co-operation and empathy.

Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our curriculum intent is:

- To build cultural capital through knowledge, skills and experience
- To open up possibilities and opportunities
- To engender curiosity, interest and passion
- To encourage tolerance and understanding of differences
- To enable our children to take their place as useful, productive members of society, able to shape their own futures and that of the world they live in

We believe in:

- Building trusting relationships between families and the school community.
- The importance of teamwork and working collaboratively

We aim to:

- Provide the highest quality curriculum provision.
- Create opportunities for exploration
- Ensure that everyone be encouraged to strive towards the very best
- Offer a wide range of learning experiences together with high quality teaching

We aim to create:

- A secure and supportive environment
- High quality learning opportunities in a safe, healthy, attractive and stimulating setting.

We believe:

- Every day counts.
- In care and respect for others.
- In an appreciation of the rich and diverse nature of the world beyond the confines of the school community, taking full account of British Values.
- In equality of opportunity for all – understanding and valuing people as individuals.

The implementation of our curriculum

- enables all children to learn and develop their skills to the best of their ability;
- promotes a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- enables children to engage in cross curricular learning, emphasising the importance of subjects other than English and Mathematics. To that end the children also participate in educational visits, residential experiences, performances, sporting events and exposure to the Arts.
- enables children to be creative and to develop their own thinking;
- teaches children about their developing world, including how their environment and society have changed over time;
- helps children understand Britain's cultural heritage and Values and to become acquainted with the culture and values of other countries;
- enables children to be positive citizens in society;
- fulfils all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- teaches children to have an awareness of their own spiritual development, and to understand right from wrong;
- helps children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- enables children to have respect for themselves and high self-esteem.

Organisation and planning

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals. There is planned progression in all curriculum areas.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for **all**. If we think it necessary to significantly adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. At Prettygate Infant and Junior Schools we believe in early intervention. Additional support is provided by the classteacher in the first instance, with the SENCO being consulted when necessary. In most instances the teacher, assisted by the Special Educational Needs Co-ordinator or LSA is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If, despite additional support, a child does not make acceptable progress he/she is placed on the SEND register. At this stage external agencies may become involved. The provision map which records intervention strategies across the school, is reviewed each half term.

6.0 The Foundation Stage

The curriculum that we teach in the reception year meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Development Matters and Early Learning Goals and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first half term in the reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both teachers and parents to make good progress in school. We strive to build positive links with the parents of each child and keep them informed about the way in which the children are being taught and how well each child is progressing.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area and suggest next steps;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and

plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and learning outcomes and talk to the children alongside work scrutiny. Subject leaders also have responsibility for monitoring the way in which resources are purchased, stored and managed.

To establish and maintain standards

- We regularly monitor and compare our school's National Tests against National and local benchmarks, as well as with similar schools.
- We identify our strengths and weaknesses in order to raise our pupils' attainment further
- We are aware of gender and social (pupil premium) differences in our pupils' attainment.
- We analyse pupils' performances and develop strategies to address imbalances.
- We maintain systems for monitoring pupil progress and use pupil progress meetings to challenge and improve attainment
- We regularly sample pupils' learning, evaluate the quality of our teaching and develop our professional expertise
- Learning partnerships have been established with other schools.

Monitoring and review

The governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented.

The Headteacher is responsible for the day to day organisation of the curriculum and with the SMT , monitors planning and teaching and learning.

Appendix to Curriculum Policy

The Curriculum

We deliver the 2014 National Curriculum. We recognise that the stimulus for intellectual growth should be provided through a broad and balanced range of experiences. Direct first hand experience often provides the starting point for further studies. The school has adopted the locally agreed Religious Education syllabus. A cross curricular approach is being developed.

English

- Speaking and Listening.

We recognise the importance of talk in formulating and developing ideas across the curriculum. Talk is the starting point for reading and writing. We aim to enable our children to be confident and fully communicative members of society by developing listening skills, through developing clear and expressive speech, by encouraging children to speak with confidence on matters of personal and social interest. Organisational skills are developed for imparting information and articulating opinions. Drama, poetry and speaking to a variety of audiences develops the use of spoken language. Problems with speech and hearing are discussed with parents and may be referred to the school medical service. We work closely with local speech therapists.

- Reading

Our aim is to develop the ability to read and understand all types of writing and to respond on a sensitive, critical and interactive way to texts. We hope children see this activity as pleasurable. We have an extensive range of reading books, drawn from several publishers. Children are encouraged to take books home to share with their families. Each child has a Home school diary which they are encouraged to use with their parents. The appreciation of all books is fostered. The School Library Service provides additional books on a termly basis to complement topics covered. We have a well resourced library and a bank of guided reading group readers. Staff hear children read regularly.

- Writing

Children should be able to construct and convey meaning in the written language. We aim to give children writing tasks, which make real demands on their linguistic skills. Correct expression is encouraged on an individual basis. We make time for children to be able to share their writing with others.

- Handwriting

A clear, legible and attractive style is encouraged in all children. They are encouraged to join letters from an early stage. Black ink pens are introduced in years 3 and 4 and are the expected medium for written work in years 5 and 6

- Spelling

Children need to understand the importance of spelling in helping the communication of ideas to others. Good spelling is dependent on close observation of the internal structure of words and we teach spelling by the 'look, cover, write, check' routine. Spellings are often given as homework.

Mathematics

Practical work, discussion, enquiry and investigation are essential in helping children to develop mathematical concepts. Moving from the concrete to the abstract, we aim to give experience in the following areas:

- Number (place value, addition, subtraction, multiplication, division, fractions including decimals and percentages)
- Measurement
- Geometry (properties of shapes, position and direction)
- Statistics

- Ratio and Proportion (Year 6)
- Algebra (Year 6)

Our mathematics teaching is structured by the use of the National Curriculum objectives. This is resourced by published and teacher made materials. To ensure maximum understanding, concepts are introduced to children and they are then encouraged to verbalise their mathematical thinking, using correct language wherever possible. Children usually work in mixed ability groupings but can be set.

We promote the ability to think clearly and logically alongside, the confidence and independence to tackle problems. We encourage an awareness of the use of mathematics in the world beyond the classroom.

Science

We aim to develop and foster a range of skills and a body of knowledge that children can use in their exploration and experimentation of science. Experience in the following is given to all children:

- Scientific investigations
- Working scientifically
- Developing subject specific vocabulary
- Life and living processes
- Materials
- Physical processes

We recognise the need to provide experiences which take into account the sequence of a child's development from the concrete stage to the formal style where abstract ideas are utilised in work. Children are made aware of safety aspects when involved with experimentation.

Design and Technology

Technology occurs across the curriculum. Children consider mechanisms, structures, control, quality, health, nutrition and safety and vocabulary.

The skills for executing design needs to be taught with safety aspects discussed. After designing and making high-quality prototypes and products for a wide range of users, pupils critique, evaluate and test their ideas and products and the work of others and, if necessary, modify their work.

History

We aim to develop a coherent knowledge and understanding of Britain's past and that of the wider world. Consideration of people, their activities, their contributions and their ways of living today creates the foundation of the study of other people in the past and gives meaning to the concepts of continuity and change.

Use of artefacts along with museum and other visits and visitors to school encourage a feel for the past. Children are encouraged to use a wide range of resources. Study skills are an important element of this learning.

Geography

Work here is based around the four areas:

- Location knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Where possible, we aim to start from the immediate environment, spreading wider afield for our geographical studies. A local studies week about Colchester takes place each year.

Art and Design

We make available a wide variety of media, encouraging experimentation and the development of a wide range of techniques.

We make provision for developmental stages. Children need time to explore natural and man made objects and materials, to draw and make patterns and designs and develop their powers of observation and description. Gradually gaining control over materials, they develop a growing capacity to make meaningful statements and to talk sensibly about their work.

Famous artists' work is also examined and discussed. Appraising art is a good vehicle for discussion of technique as well as personal responses and feelings.

Music

Children participate in various musical activities, including singing, playing tuned and untuned percussion, composing, appraising and performing.

Children are helped to verbalise their feelings about particular pieces of music. A peripatetic teacher teaches recorder to all children in year 4 and Brass and woodwind instruction is given to all children in year 5. Individual lessons are offered by two visiting teachers.

PE

Opportunities are provided to develop skills in movement, gymnastics (using both large and small apparatus), dance, athletics, individual and team games and swimming. See separate policy.

Computing

Computing is seen as an essential tool for learning in our technologically advanced world. As such we appreciate the need to teach a high-quality computing education to pupils in order for them to understand the world through logical thinking and creativity, including making links with mathematics, science, and design and technology. The core of computing is computer science, in which pupils are taught the principles of information and computation, and how digital systems work. Computing equips pupils to use information technology to create programs, systems and a range of media. It also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. See separate policy.

French

Learning a foreign language provides an opening to other cultures. High quality French education fosters our pupils' curiosity and deepens their understanding of the world. Pupils express their opinions and ask and give information in French and understand and respond both in speech and in writing. A specialist French teacher delivers a well-planned programme of study across the whole school.

Religious Education

The school follows the Essex Agreed Syllabus –exploRE (March 2015). Within “exploRE” content related to all the major world faiths is covered and the exploration of secular as well as religious world views is included. Daily assemblies are held. RE is also part of every class's termly programme.

We aim to provide the children with a broad range of experiences that will enable them eventually to make thoughtful choices in social, moral and spiritual matters. Our programme is designed to help the children:

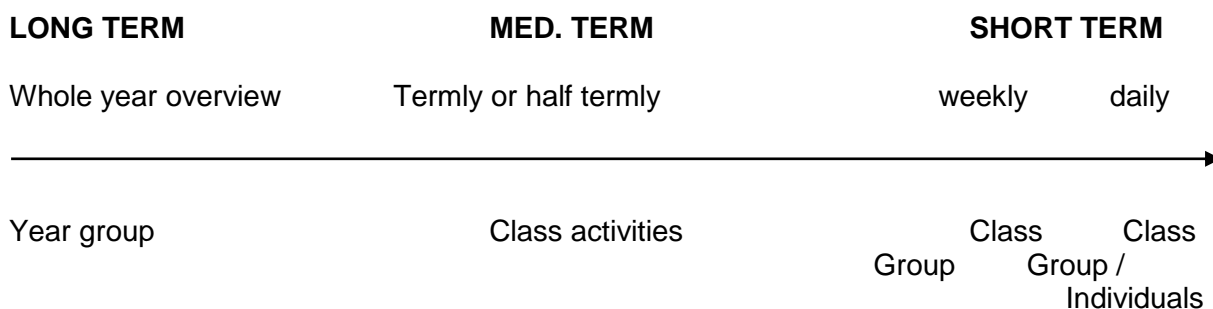
- Grow in awareness of themselves
- Grow in awareness of others
- Develop an interest in the immediate environment and natural world
- Clarify and enlarge their ideas about religion and other cultures.

Children’s attention is drawn to the ethnic diversity within the community and extending world-wide.

Personal, Social and Health Education

PSHE is taught as a discrete subject as well as incorporated within many curriculum areas. Visits and visitors to school, Circle Time and general charity work all enhance the awareness of others. See also Sex and Relationships Policy.

Governors have ultimate responsibility for monitoring the curriculum. This is delegated to the Headteacher for day to day responsibility. The Standards Committee have delegated authority from the full Governors to monitor. They consider curriculum related matters at their meetings (held at least once a term). All minutes from Committee meetings are circulated to all Governors and copies available for parents to see upon request. Governors also monitor within the school – these are recorded on a pro-forma which is circulated at full Governor meetings.



Planning is seen as a continuum focusing from the Year group to the individual child. It should be a tool for all teachers that enables the best possible learning and teaching opportunities.

For further information regarding specific areas, please see the relevant curriculum maps.