

Curriculum Policy to support Teaching and Learning

November 2016

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DOCUMENT CONTROL

Authorisation

Authorised by:

Date:

Change History

Editor	Comment	Date	Version
J Stawman	Introduction of a curriculum policy that incorporates the previous subject specific policy information and the information contained in the previous Teaching and Learning policy.	October 2016	1.0

Document References

#	Title	Date	Version
DFE	National Curriculum	2014	

Distribution List

Name	Date	Method

INTRODUCTION

Purpose

To develop a curriculum that is broad, balanced and based on the development and application of skills. We aim to create cross-curricular links through Learning Journey's to ensure that pupils' learning has even greater coherence. The curriculum we provide meets the requirements of the National Curriculum and the Croydon SACRE for RE as well as providing an extensive range of learning experiences beyond the statutory requirements. The curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Background

Individual subject policies (with the exception of English, Maths and Science) have been replaced with a broader overview of the curriculum. Individual subject areas are addressed and aspects of the Teaching and Learning policy have also been incorporated into the Curriculum Policy.

Abbreviations

Abbreviation	Meaning
KS1/KS2	Key Stage 1/Key Stage 2
EYFS	Early Years Foundation Stage
SACRE	Standing Advisory Council on Religious Education

POLICY

Policy Statement

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We make meaningful connections across subjects through the use of 'Learning Journeys'. 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. 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 to prepare our pupils for life in modern day Britain.

This policy makes reference to The New National Curriculum 2014.

Reception Curriculum

In Reception, 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
- Expressive Arts and Design

We have also included the learning of music, and computing skills in our curriculum. Free Flow Play is an important part of the weekly timetable. The amount of time allocated to this will reduce as we progress through the academic year.

Literacy

English is taught daily in all year groups with a focus group of children from each class taking part in a pre-teach session at the start of each lesson. All year groups, including EYFS teach English using the 'Power of Reading' teaching sequences, which link all learning to a text and provide a range of opportunities for writing. The teaching sequences use cross curricular links with the Expressive Arts and a number of different teaching approaches to increase children's motivation and engage them in the writing process. We have been using 'The Power of Reading' for a number of years and teachers are encouraged to amend and change the plans so they are best suited to the needs of their class. When appropriate, teachers also use strategies from Pie Corbett's 'Talk for writing' to support children's writing. The 'Talk for writing' approach develops children's knowledge of different text types whilst increasing their confidence and independence in writing. The process provides opportunities for children to explore and imitate example texts as a class before creating their own versions. Over the last year there has been a move away from whole class teaching with some teachers beginning to teach writing in focus groups. Teachers are expected to provide daily opportunities for writing using cross curricular links where possible. We promote

the status of written work by providing opportunities for children's writing to be published, displayed and read by real audiences.

All classes have a weekly spelling, punctuation and grammar lesson which focus on developing a grammar skill linked to the National Curriculum. Spellings are set weekly from EYFS and from year one upwards they are linked to a spelling rule/pattern. Children are set five spellings to learn at home. They are then tested on these spellings and five different ones which follow the same pattern 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 are recorded and monitored. Handwriting sessions are taught in KS1 classes and as intervention groups as necessary in KS2.

Phonics is taught daily in EYFS and KS1 using the Phonics Bug programme. Phonic awareness helps the development of reading by segmenting and blending sounds. This is alongside guided reading which happens daily in every year group. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Individual readers are heard in EYFS using books from the Oxford Reading Tree Scheme including decodable texts. Years 2 and 3 have weekly visits from Bark and Read, our reading support dogs. 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. High standards of English are expected within all curriculum areas. A range of extra activities are used to promote literacy within the school including an annual focus week.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-englishprogrammes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Maths is taught on a daily basis for approximately one hour. They also use every relevant subject to develop pupils' mathematical fluency. It is taught in all year groups by the class teacher. Teachers follow the Abacus Scheme of Work, which covers the 2014 National Curriculum objectives. This scheme of work is used as a guide, ensuring coverage of areas of maths but teachers are given the freedom to adapt and change how and when it is taught throughout the year.

Problem solving is taught on a weekly basis, showing a link to the skills learnt that week and showing the application of these skills. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving.

Arithmetic is also taught weekly in KS2, with a focus on calculation skills and methods. Children are encouraged to use formal written methods by the end of KS2, in line with the 2014 National Curriculum. Times tables are practised daily in every class from year 2 upwards.

In addition to daily sessions, teachers are encouraged to make cross curricular links where possible, ensuring children are applying their learning in different settings. These include 'themed weeks' such as Multicultural Week and Outdoor Learning Week as well as through Science investigations.

Daily pre-teach sessions are being led by class teachers to support learning. These interventions are targeted at 'catch up' children ensuring that we can 'close the gap' on their learning.

National Curriculum Mathematics Programmes of Study:

Science

Science is taught following the Learning Challenge Curriculum and is taught to all year groups from Reception to Year 6. Each separate strand of science – Biology, Chemistry and Physics is taught at least once throughout the year and often has cross-curricular connections with other subjects such as nutrition, PSHCE and Outdoor Learning. 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. Lessons are taught as part of Learning Journeys. Children will participate in planning, conducting and evaluating practical investigations and experiments and develop their topic specific scientific vocabulary. Science units are planned sequentially through the year groups, ensuring that knowledge and skills are built on throughout their time at the school. Planting and growing things are important aspects of our science/ DT/ PSHCE curriculum and we link this to an understanding of healthy eating.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-scienceprogrammes-of-study>

Expressive Arts

The Expressive Arts comprises art, music, dance and drama. Art is taught to all classes by a specialist TA on a weekly basis for one hour, following the Croydon Scheme of Work, which teaches beyond the 2014 National Curriculum objectives. Art has a very important place in our curriculum and is weaved into our half termly Learning Journey topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

Music is taught discretely by class teachers for at least 30 minutes per week following the ActiveMusic scheme. EYFS and KS1 have a weekly 30-minute singing assembly and KS1/KS2 sing daily in assembly as a whole school. Assemblies will also provide an opportunity to practise singing for special occasions such as carol services and school productions. Children in year three receive a weekly recorder lesson and perform in termly concerts to their parents. Peripatetic teachers offer piano and flute lessons to children who wish to learn an instrument.

Dance is taught via the PE curriculum and covered by all classes annually. There are also Street Dance and Cheerleading clubs that take place weekly before school. We are working towards achievement of the Artsmark objectives to verify our commitment to ensuring a dynamic arts experience for all children at Courtwood.

Drama is not taught discretely but is taught through the Power of Reading scheme which calls on drama techniques such as role-play, hot-seating and conscience alley. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1

education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-designprogrammes-of-study>

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-musicprogrammes-of-study>

Design Technology

During DT both key stages are taught cooking and nutrition, to design, make, evaluate and to use technical knowledge. The teaching of DT is linked to classes Learning Journeys across the school and are taught weekly or intensely over a short period of time. Teachers will teach at least three design and make projects per year. The projects cover objectives as stated in The Nation Curriculum for Design & Technology. Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. There are also opportunities for children to attend afterschool clubs in both cooking and design and make projects throughout the year as well as enrichment opportunities for more able pupils.

National Curriculum DT Programmes of Study

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

Computing

The National Curriculum for Computing comprises computer science, ICT and digital literacy. ICT and digital literacy are taught both discretely and across the curriculum, incorporated into literacy, maths and Learning Journeys. Computer science is mostly taught discretely using a combination of Scratch, Purple Mash and Barefoot Computing.

To plan and resource lessons, teachers currently use a combination of resources from Twinkl, PurpleMash and Barefoot Computing. However, the Teachers use the Bradford Scheme of Work to teach computing: it comprises 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.

The computing co-ordinator holds a whole school assembly at least once each term on online safety. Since 2015, a Digital Leader scheme has been in place, now with ten Digital Leaders across Years 4 and 5. Their responsibilities include testing new ICT resources, sharing their expertise with classes and teachers, leading ICT lunchtime clubs and visiting other schools to work on specific projects. Resources to aid the teaching of computing include 30 chromebooks, 2 iPads per class, 6 iPad minis for whole school use and 6 Bluebots.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computingprogrammes-of-study>

Modern Foreign Language

Years 5 and 6 receive a weekly hour-long French lesson, taught discretely from other subjects. Years 3 and 4 also receive a weekly hour-long lesson in the summer term. We use the Rigolo scheme of work and website, which promotes learning and understanding through use of ICT and hearing new words pronounced in context. Reading and writing of French are taught but there is a greater focus on Speaking and Listening activities, in line with the curriculum expectations. Areas covered include greetings, descriptions of people, colours and numbers, weather, family, school and town. Repetition and practice are essential in learning a new language so songs and games are regularly used. This also helps promote enjoyment of language learning. Aspects of French culture are also studied and these include food, art, landmarks, history and famous citizens. Year 6 pupils have a series of taster sessions, at Whitgift School as part of the Primary project, in different languages including Chinese, Japanese and Italian. This will excite their curiosity and may help them with choices of what to study at their next schools.

National Curriculum Language Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languagesprogammes-of-study>

Physical Education (PE)

PE is taught to all classes, including EYFS and KS1, twice-weekly for one hour by Coach Richard Harris and one hour by the class teacher, following the Smiths-Academy Scheme of Work, which teaches beyond the 2014 National Curriculum objectives. Our outdoor PE sessions will be on site for all key stages (golf in year 6 is taught at the local Golf Course). They 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. Swimming is introduced in years 3 and 4, with children visiting the local pool weekly, to ensure they achieve the national target of being able to swim 25 metres by the end of key stage 2.

Dance, which is a part of the PE curriculum is covered by all classes annually following the Val Sabin Scheme of Work. There are also Street Dance and Cheerleading clubs that take place weekly before school which are run by Sophie Bastock.

After-school PE provision is made for all year groups, throughout the school year. Smiths Academy runs sports clubs after school on a Wednesday, Thursday and Friday (clubs change termly) which may include sports such as basketball, dodgeball and multi-sports. The football and netball teams have weekly training after school, led by staff. Nick Harris also provides a separate football club – non-competitive.

We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and London based competitions. These include football and netball leagues, cross country and athletics competitions, tag-rugby, dodgeball and golf activities. An allocated training session lead by Richard on a Wednesday afternoon is used to enhance the skills and exposure of selected children, who have been chosen to participate in specific competitions/tournaments (activities and groups change weekly to assist teams/children in preparation for sporting fixtures/activities). This allows development of skills and an opportunity to represent the school in a sporting capacity.

PE Programmes of Study:

PSHCE

PSHCE, or personal, social, health and citizenship education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes 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 to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. We encourage a cross-curricular approach to the development of PSHCE skills and understanding. Circle time is used to listen to others and to be heard. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Remembrance Day and Shrove Tuesday. All pupils are taught how to use the TAG anti bullying strategy.

National Curriculum PSHE programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

We follow the Croydon Scheme of Work for Religious Education (SACRE). Religious Education (RE) is taught to all children except those who are taken out by their parents. R.E is comprised of Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism and each is taught at different points in a pupil's journey through their time at Courtwood School. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies. A guest from Addington Vicarage holds an assembly at the school every 2-3 weeks. R.E themed assemblies are held every week by the RE coordinator which are linked to any specific religious festivals that are taking place that week.

Religious Education DfE Guidance:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

Humanities

History and Geography are taught within the Learning Journey topics across the academic school year. The Learning Journey topic is either fully geography based, or fully history based. There are usually two learning journeys for each topic across the year group. This is how the 2014 National Curriculum objectives

are covered across the year. The KS1 objectives have been split across Year 1 and 2 as well as the KS2 objectives being split into lower KS2- Year 3 and 4 and upper KS2 Years 5 and 6. This is to ensure all the objectives are met by the end of Primary School.

The aim of history teaching at Courtwood is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus 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. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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.

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.

Humanities Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geographyprogrammes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-historyprogrammes-of-study>

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. Enrichment is offered through school trips (including residential), theatre trips, museum visits, 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. We also offer Forest School sessions and have members of staff trained to teach this curriculum. Children from years 1 and 5 attend ten sessions per year. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All children have the right to experience the unique and special nature of being outdoors. At Courtwood Primary School our site is rich with green space and we feel it is important to enable all children to use the outside environment as a context for learning for significant parts of their learning journeys throughout the year. We also organise events between the Selsdon Education Partnership (SEP) institutions, where children visit other settings and have access to enrichment activities.

Trips and Visits

We plan a series of trips each term for each year group and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work for example a Tudors topic may include a trip to the Golden Hinde in Clink Street to experience a mock ship battle against the Spanish. Our proximity to London gives us access to a wealth of historic and educational institutions in London but we also ensure that local facilities and sites are selected for visits and supported by the school, for example,

Addington Village, Honeywood House and Crystal Palace Park. Year 6 visit Sayers Croft for a four night residential trip at the start of their final year, developing skills of independence, team-work and friendship.

Extra-curricular activities

A wide range of age-appropriate clubs are offered by school staff after school for Key Stage 1 and 2 pupils. Typically these could include craft club, science, computer coding (lego), film club, gardening, football and netball. Further sports clubs are provided by specialist providers: these include a range of team games and sports, cheerleading, street dance and football. Bluebell Forest School run an after-school club that is located on site in our woodland. We also offer an afterschool club to working parents and carers until 5pm daily. The children are cared for in an environment that allows them to socialise, engage in playing with appropriate games, toys and ICT as well as read and relax. They are also given a light snack.

Monitoring and Evaluation

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. Termly curriculum meetings are held and governors receive curriculum reports from subject leaders. Governors are linked to all curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the curriculum through planning, classroom observation, liaising with the Curriculum leaders and the Senior Leadership Team.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.