



St. Peter & St. Paul CE Primary School, Burgh-le-Marsh
"Striving for excellence together in a caring Christian community."

RESPECT COMPASSION COURAGE



CURRICULUM POLICY

Responsibility: Governing Body

Approved on: 26/9/18

Signed:  (Chair of Governors)

To be reviewed: Annually (or earlier if legislation changes)

Last reviewed: _____

INTRODUCTION

Our curriculum is based on the 'National Curriculum for Key Stages 1 & 2' and the 'Statutory Framework for the Early Years' in Reception. Refer to <https://www.gov.uk/education/school-curriculum> for the latest documentation.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine love of learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

This policy should be read in conjunction with our 'Teaching and Learning' policy.

AIMS AND VALUES

At our school we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and

physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at our school to have a spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At our school our values permeate all areas of school life and are reflected by our core values:

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At our school, we offer balanced and broad based curriculum which aims to:

- provide high quality education suitable for the needs of each child, using a wide range of teaching methods and experiences;
- provide an environment that is safe and secure for all members of the school community;
- provide a happy and stimulating learning environment which promotes curiosity, creativity, enjoyment and interest in all aspects of learning;
- help children fulfil their potential by acquiring relevant knowledge, skills and practical abilities and by developing their confidence;
- develop lively and enquiring minds by encouraging children's natural curiosity and imagination;
- reflect and promote the values and teaching of the Christian faith (whilst respecting other cultures and beliefs) and maintain close links to the church;
- maintain high standards of work, behaviour and self-discipline;
- provide a personal and social education which will encourage children to become independent, confident, self-disciplined and motivated;
- help children understand the world in which they live, its social and economic order and the interdependence of individuals, communities and nations;
- promote good physical, emotional and mental health experiences to enable everyone in the school to enjoy a healthy lifestyle;
- support all members of the school staff to be confident in their respective roles, working together as a team, co-ordinated by effective leadership;
- establish effective partnerships between home, school, church and the community that are fundamental to the well-being of the children and the successes of the school.

As a school, we are committed to our mission statement – 'Striving for excellence together in a caring Christian community.'

ORGANISATION AND PLANNING

Subject statements for all curriculum subjects, including key aspects of lessons in those subjects, are included at the end of this policy. The subjects which comprise our curriculum are:

- The 'Early Years Foundation Stage' Curriculum
- Core Subjects: English, Maths and Science
- Foundation Subjects: PE (including swimming), History, Geography, Design and Technology (DT), Art & Design, Computing, Music and Modern Foreign Language (MFL)
- Other Subjects: Religious Education (RE) in accordance with the Lincolnshire Agreed Syllabus and Personal, Social, Health and Economic Education (PSHE)

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. All teachers are responsible for planning, evaluating and teaching in their classes. The 'Statutory Framework for the Early Years' and the 'National Curriculum' stipulates the expectations which form the long-term plan known as our Curriculum Map. From this, teachers are able to devise medium term plans to achieve balance and coverage over an extended period of time (e.g. 1 or 2 'short' terms). More detailed short term planning will focus on the teaching process. For more detail, refer to our 'Teaching and Learning' policy.

KEY SKILLS

At our school we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

INCLUSION AND DIFFERENTIATION

Our curriculum is inclusive. In order to provide all pupils with relevant and appropriate work at each stage we:

- set suitable learning challenges
- respond to pupils' diverse needs, including, for example, those identified in School Support Plans.
- endeavour to overcome potential barriers to learning
- learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge.

Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities.

Our curriculum is inclusive and links back to our core values:

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Extra support and interventions are provided for children as necessary and in line with our SEND policy.

RISK ASSESSMENT

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. For further guidance reference needs to be made to:

- Statutory legislation
- Our 'Health and Safety' policy
- Our 'Educational Visits' policy

MATHEMATICS

At our school we aim to develop motivated, creative and resilient mathematicians who can confidently apply what they learn. Most of all we want children to enjoy maths and to get excited about the challenges the subject can bring. Maths is about learning new skills and practising these to become fluent so as to be able to apply them in real life situations. It is important to us that children see the relevance of maths and why it is needed in life. We set our children's learning in context by making the links to real life, and across the curriculum, giving their learning worth.

Equipping children with these firm foundations to achieve well and approach life with will only grow their love for maths. We do this in a systematic method building on skills and understanding each year. Written methods are taught alongside practical ones and we use models and images to support our teaching. This is developing right through school so even those most confident mathematicians will be able to refer to and use these concrete models and images to explain and reason their mathematical ideas and processes.

We believe the knowledge, skills and understanding that children gain through mathematics will ensure that they are well prepared for the future and are ready for their working life. Problem solving and reasoning are taught regularly and with rigour allowing our children the context to apply their fluency in. Maths is taught daily, but is also applied through every aspect of the curriculum to ensure that our children have the opportunity to practise their skills and knowledge repeatedly, and through different aspects of their learning. The maths curriculum at our school strongly promotes independent learning and thinking, with a particular emphasis on developing a deeper understanding of mathematical skills and concepts. Practice and consolidation play a central role to ensure that children's understanding and fluency in maths are developed together.

At our school:

- Maths is taught every day for at least an hour.
- Every lesson contains at least two minutes of counting forward AND backward. As appropriate, this will be in different steps, using decimals and fractions, from different starting points. This involves actions, counting stick, silly voices etc.
- Problem solving and reasoning forms part of every lesson.
- Age appropriate number lines are displayed in all classrooms.
- Arithmetic activity (such as Test Base, Fluency in Five etc.) is completed every week and includes all four operations, fractions, decimals, percentages as appropriate to the year group. We follow the school's 'Progression in Calculation' document.
- Correct vocabulary is modelled and used by all staff, as is the use of concrete / pictorial / written methods (as appropriate).
- Children have easy access to concrete materials in lessons.
- Learning walls are used, updated and appropriate.
- 'Cool Maths' (questions on topics not currently being taught) is carried out weekly. This informs assessment and interventions as necessary.
- No rubbers are used in Maths (apart from drawing activities). If a change is necessary, the whole number (or calculation) is neatly crossed out and rewritten.

- We use blue plain Maths books for Shape, Space and Measures and we use orange squared Maths books for number and calculation work.
- Calculations are presented to the children horizontally. Children write the calculations in their books as required. There is no expectation that answers are written separately.
- Word problems are stuck into books (either individually or as sheet). Answers to worded problems are written separately so these are clear.
- Children complete maximum of three corrections per piece of work. If they have made more mistakes than this, they may need additional support or intervention. If the error is in a calculation, the whole calculation needs to be re-written. In common with the rest of the curriculum, corrections are completed in purple pen.
- All work is acknowledged by the teacher, even if it is peer marked or marked by a Teaching Assistant.
- All work is traffic lighted by teacher in some way (e.g. ticking agreement with the child's traffic light or writing a new traffic light).
- As well as the Maths 'Working Wall', at least one other display in the classroom has some form of Maths on it.

ENGLISH

At our school we aim to develop children's confidence and enjoyment of writing. We equip them with the tools to format and construct their writing so it is understood by others giving them a purpose to write. We encourage drafting and editing skills and focus teaching on spelling, grammar and handwriting to secure children's technical skills. Alongside giving children the technical skills to write, we aim to nurture their creativity and passion. We understand what it is to be a writer and allow children the time and space to develop their own style and confidence. Children enjoy writing at our school and we ensure this happens by having a variety of approaches to writing. We use 'Talk for Writing' methods which encourage our children to verbalise their ideas prior to writing them. Children learn stories and non-fiction pieces prior to structuring their own writing based on ones they have learned. We provide children with opportunities to dramatise their ideas and perform which provides them with an in depth understanding of characters and plots which they can then draw upon when writing. Links are made across the curriculum to join up learning and make writing meaningful.

Our children are good readers. We have a strong team teaching our children the phonic knowledge and spelling patterns needed when blending and segmenting words and trying to gain meaning from texts. Children quickly become confident with sounding out and blending words and consolidate this learning in a practical context playing games, using sounds and engaging in investigations into sounds and spelling patterns. These skills are woven into a curriculum which promotes a love of reading and places an emphasis on learning to read early which then allows our children to read to learn. We use high quality texts and ensure children are exposed to a variety of text types and authors to allow them to find that love for books.

Not only do we encourage our children to become confident readers and writers but we value performance and the speaking and listening strands of the National Curriculum. We nurture confident children who engage in deep conversations and debates about topics and important issues. Children question each other in a challenging, yet respectful way, to further understanding and explore meaning. Drama is used to develop children's expression and confidence and all children get the opportunity to perform on the stage. We teach children to present clearly and use intonation and expression to capture an audience and entertain.

Children at our school are confident and skilled in all strands of English and enjoy engaging with a broad range of texts and media. IT resources, media clips, visitors, trips and our library are used to support, inspire and motivate children in their learning.

At our school:

- All children are exposed to group and whole class guided reading opportunities.
- All pieces of English work begin with the long date.
- Younger children (Year 1) at our school focus on writing the day of the week, noting that it is a proper noun which needs a capital letter. Printed labels may be used to support the writing of the date.
- All pieces of work have a Learning Objective (or a title if this is more appropriate for a particular piece of work).
- Handwriting practise opportunities are provided within long pieces of writing. We use the MSL scheme, which is implemented from Year 1. Children in Reception focus on individual letters.

- There will be at least one opportunity for cross-curricular writing each 'short' term.
- All editing is carried out using purple pen. This includes when editing is being modelled by adults (for example on the board).
- The children have their Spelling Logs on their desks at all times when there are writing opportunities. If trying a word, children do this in the Spelling Log, which is then be checked by an adult and corrected if necessary.
- The children's Spelling Logs contain a copy of their Common Exception Words, along with individualised words (if different). Any spellings achieved are highlighted.
- Children are encouraged to use common Exception Words within their writing.
- Spellings are taught in two x 20 minute sessions each week. This is in addition to any testing opportunities and may include teaching of spellings rules, dictations, dictionary links or sentence work. Targeted spellings are made available in the shared network drive, along with planning and teaching ideas if necessary. These are linked to Year-group rules and Common Exception Words.
- Individual children with personalised spelling targets (e.g. those identified on a School Support Plan) may have focused sessions in addition to the two x 20-minute class sessions.
- Classes have a weekly Grammar focus. This is either taught as a specific skill or embedded within an English lesson.
- Specific Grammar terminology is modelled by all staff. Year group terminology is available on the shared network drive for reference.
- Grammar teaching recaps previous year group terminology and expectations, as well as focussing on the current Year group.
- All work is acknowledged by the teacher, even if it is peer marked or marked by a Teaching Assistant.
- All work is traffic lighted by teacher in some way (e.g. ticking agreement with the child's traffic light or writing a new traffic light).

SCIENCE

At our school we strive to make learning science fun and exciting. Science is taught by giving our children chance to test, make mistakes and improve. It builds knowledge and develops children's understanding of the world through first hand experiences and exploration.

We support children in spotting patterns, understanding what they have found out and talking about their learning. We strive to provide an environment where children are willing to take risks when trying out their ideas and are given the opportunities to develop their scientific enquiry.

We want to inspire and challenge our pupils to become independent thinkers, who use their knowledge of Science to develop their understanding of the constant changing world they live in.

We aim to ensure that our children can learn about how Science impacts upon and underpins much of our lives in today's society, while practical activities should stimulate their curiosity and develop a clear understanding for the future. This is done through engaging Science lessons, practical experiments, visits, talks, and links with our local community.

The Science curriculum for Primary Education explores Science through the disciplines of biology, chemistry and physics. At our school we use these areas to encourage our children to:

- Be enthused about natural phenomena;
- Rationalise and explain what they see and find;
- Ask questions, predict, investigate, analyse and draw conclusions to things occurring in the world around them.

Furthermore, we enable our children to make links to the uses and implications that Science has, which they can apply to their lives today and which will be relevant to them in the future.

The specific areas of Science covered across Key Stage 1 and Key Stage 2 are:

- Working scientifically ;
- Living things and their habitats;
- Animals, including humans;
- Properties and changes of materials;
- Earth and Space;
- Forces;

RELIGIOUS EDUCATION

Our school works to the Lincolnshire Agreed Syllabus for Religious Education. This includes studying Christianity and other religious faiths – currently Hinduism, Islam and Judaism. The aim is for children to respect and be tolerant of others' beliefs and cultures.

Assemblies are held every day where we meet as a school community. They are broadly Christian though non-denominational, and tend to have a moral emphasis rather than being instructional. Every day children participate in prayers during worship and as part of the daily routine at lunchtime and the end of our school day. On Fridays, the assembly is normally led by Father Terry, and other local religious leaders regularly lead our assemblies on other occasions. Parents and friends of our school are invited to our services in the Parish Church throughout the year.

Parents have the right to choose to withdraw your child or children from all or part of the Religious Education and Collective Worship provided. Such instances are very rare, but alternative provision will be made for any children withdrawn. Please contact the Headteacher.

COMPUTING

Computing (formerly ICT) addresses the challenges and opportunities offered by the technologically rich world in which we now live. Through this subject, children will develop an understanding of computational systems of all kinds, not just traditional “computers”. They are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs and a wide range of digital content. Computing also ensures that pupils become digitally literate—able to use, and express themselves and develop their ideas through, information and communication technology—in a way which enables them to be safe, responsible and active participants in a digital world.

What does this look like in the classroom? Younger children learn what “algorithms” are. These are essentially “sets of instructions” and the concept may be explained using recipes or by breaking down the steps of children’s morning routines. They will also be creating and “debugging” (finding mistakes in) simple programs of their own, developing logical reasoning skills and taking their first steps in using devices to “create, organise, store, manipulate and retrieve digital content.” As children move through our school they will be creating and debugging more complicated programs with specific goals and getting to grips with concepts including variables and “sequence, selection and repetition in programs.” They will still be developing their logical reasoning skills and learning to use websites and other internet services. There will be ongoing practice using devices for collecting, analysing and presenting back data and information.

P.E. (PHYSICAL EDUCATION)

P.E. and Sport in our school is very important and we offer a wide range of activities to the children, both within P.E. lessons and through clubs after school. We have been awarded the Sports Mark in recognition of the quality of sporting activities being offered to our children. We aim to ensure that all pupils have the opportunity to develop competence to excel in a broad range of physical activities and that they engage in competitive sports. We also encourage the children to understand how their bodies feel during exercise and the importance of being active.

Each week the children take part in Physical Education lessons which cover dance, gymnastics, athletics, games, swimming and 'Outdoor and Adventurous Activities' (OAA). We also make provision for high quality P.E. to be taught by external coaches on a regular basis throughout our school. They cover a variety of sports including hockey, high-five netball, tag rugby, Kwik Cricket, football, volleyball, tennis, multi-skills, fencing, archery, athletics and golf. In Key Stage 2, the children also have the opportunity to receive swimming lessons at a local pool, where they are taught by qualified swimming instructors. The cost for this is met from our school budget.

As a school, we value the importance of competitive sport and aim to enter a wide variety of the competitions organised within our local area. We believe that competing against children from other schools develops ability, confidence, teamwork and, of course, citizenship.

GEOGRAPHY

Through Geography the children develop a desire to explore the world. They have opportunities to investigate and compare local, national and international locations, developing mapping skills and geographical knowledge, understanding and vocabulary. Children also explore geographical features such as mountains, rivers and volcanoes. Fieldwork is also developed with children where appropriate allowing them the opportunity to develop life skills.

As children progress, their growing knowledge will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of different landscapes. Children leave our school with geographical knowledge, understanding and skills that allow them to explain how the Earth's features, both in their local area and places further away from our school, are shaped, interconnected and changed over time

HISTORY

At our school we believe that History is a practical and engaging subject which motivates and inspires our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through the study of individuals, societies, cultures and countries within which they lived, History enables pupils to gain awareness of what happened in the past and reasons for these events.

History helps our children understand the complexity of people's lives, the process of change, diversity of societies, the relationships between different groups as well as the changes and challenges of their own time. At our school we teach History through our learning challenge curriculum. Children learn through linked up teaching and exposure to a wealth of trips, artefacts and visitors into school. Drama

and dressing up is used to bring the past back to life and children genuinely develop a thirst for learning about historical events, people and societies.

ART AND DESIGN TECHNOLOGY

Art and Design Technology at our school enables children to record from their observations and imagination using a range of materials and stimuli. They are shown how to use colour, texture, pattern, and sculpture to produce pieces of work using a variety of skills and tools. Children work collaboratively as well as on their own through art activities. They are encouraged to think carefully about ways in which their/others work could be improved by saying what they think and feel about it. Children have the opportunity to study and work in the style of real artists. Our school has also held arts days to work on larger projects through established links with local artists.

Our school provides the children opportunities to develop imaginative thinking when designing and making. They are encouraged to investigate how things work and are taught how to use tools and equipment safely and techniques for making a product. The children are shown technological processes, products and their manufacture in the real world. The children develop ideas and models through designing, planning, making and evaluating what they have done. An area of particular focus at our school is Food Technology and all children are provided with opportunities in this aspect of the curriculum.

FRENCH

In our school French is taught on a weekly basis to all Key Stage 2 children as part of our curriculum. We teach children to know and to understand how to ask and answer questions, use correct pronunciation and intonation, memorise words and interpret meaning. Learning a language can help children to understand the culture, similarities and differences of another country. It can help them to be successful in the modern world and may open up job opportunities later in life. In teaching French we make links across the curriculum so our children are able to make connections with countries studied in Geography and History. We are giving our children their first step into a world full of languages and opportunities.

MUSIC

We provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical forms. Children are encouraged to know and understand how sounds are made and then organised into musical structures. They explore how music is composed, written down and influenced by the time, place and purpose for which it was written. We also currently provide opportunities for the children to be able to play an instrument via whole class tuition in Year 4.

PSHE EDUCATION

PSHE (Personal, Social, Health and Economic) education encompasses the social, moral and personal issues which are part of living in the world around us. Your child will be encouraged to develop their understanding of the way in which communities learn to live together in harmony, through sharing the values of honesty, caring, truth and respect. This area of the curriculum underpins qualities and skills that promote positive behaviour and effective learning. Themes covered include self-awareness, managing feelings, motivation, empathy and social skills. These in turn support the children in understanding another's point of view, working together in a group, sticking at things when they get difficult, resolving conflict and managing emotions.

