



## Kington St Michael CE Primary School Curriculum Policy

Our school curriculum is underpinned by the values that are stated in the school's mission statement. This was drawn up with input from all stakeholders. 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 encourages creativity throughout the school.

Our curriculum aims to:

- Put the learner at the centre and reflect current understanding of the successful strategies that underpin successful learning
- Reflect the school's values and attitudes and develop pupil self-confidence and self-esteem
- Strengthen the relevance and coherence for pupils through firsthand experiences and cross-curricular links and be taught in ways which make sense for pupils
- Reflect a learning culture that will enhance key skills across the curriculum
- Ensure coverage of the statutory requirements without seeing it as a restriction or a burden
- Ensure each pupil receives the best education possible and achieves the highest standards
- Be inclusive and meet pupils' individual needs
- Be a broad and challenging curriculum
- Allow pupils to achieve in a range of subjects, including Science, Humanities and the Arts
- Provide breadth and balance
- Ensure continuity and progression in pupils' learning
- Provide connections across subjects through a range of curricular and extra-curricular opportunities
- Set high expectations and give every learner confidence they can succeed
- Establish what learners already know and build on it
- Structure and pace the learning experience to make it challenging and enjoyable
- Provide support where required
- Inspire learning through passion for the subject
- Make individuals active partners in their learning
- Provide a clear focus for teaching and assessment
- Develop learning skills and personal qualities
- Encourage the learner to be involved in their own learning
- Ensure pupils reach their full potential
- Provide rich, stimulating and relevant activities
- Promote a love of learning
- Help children to live together in a community
- Encourage pupils to become morally responsible and independent
- Develop spiritual awareness
- Offer opportunities for learners to be adventurous and creative in their learning and to learn from their mistakes
- Encourage pupil independence and choice
- Provide opportunities to work in depth
- Include opportunities for learners to work alone and with others
- Offer opportunities for learners to reflect on and discuss ideas, listen to others, ask questions and follow their own lines of enquiry
- Involve visits and visitors
- Encourage fun and enjoyment

Topics or themes are used to enable pupils to apply the knowledge and skills learnt in one subject to others and to bring coherence to learning when complementary aspects of subjects are brought together.

This approach supports learning by building concepts, assisting memory, applying knowledge, practising skills and providing opportunities for developing key aspects of learning.

## **Key Aspects of Learning in our Curriculum**

### **Enquiry**

These skills enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate responses, to test conclusions and improve ideas.

### **Problem solving**

The key skill of problem solving involves pupils in developing the skills and strategies that will help them to solve problems they face in learning and in life. Problem solving includes the skills of identifying and understanding the problem, planning ways to solve a problem, monitoring progress in tackling a problem and reviewing a solution to a problem.

### **Creative thinking**

These skills enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

### **Information processing**

These skills enable pupils to locate and collect relevant information, to sort, classify, sequence, compare, contrast, and to analyse part/whole relationships.

### **Reasoning**

These skills enable pupils to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

### **Evaluation**

These skills enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements.

### **Self-awareness**

Self-awareness enables children to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.

### **Managing feelings**

In managing feelings, children use a range of strategies to recognise and accept their feelings. They can use this to help regulate their learning and behaviour – for example, managing anxiety or anger, or demonstrating resilience in the face of difficulty.

### **Motivation**

Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organisation.

### **Empathy**

Being able to empathise involves understanding others and anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's response, if appropriate, in the light of this understanding.

### **Social skills**

Social skills enable children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others.

## **Communication**

The key skill of communication includes skills in speaking, listening, reading and writing. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; and to participate effectively in group discussion. Skills in reading and writing include the ability to read fluently a range of literary and non-fiction texts and reflect critically on what is read; and the ability to write fluently for a range of purposes and audiences, including critical analysis of their own and others' writing.

## **Other Aspects of our Curriculum**

### **PSHE and Citizenship**

- **Develop confidence, responsibilities, making most of responsibilities** - (Emotional Literacy) setting goals
- **Take an active role as citizens** - discuss, debate, make choices, decisions, group decisions, rules and responsibilities, democratic process
- **Develop healthy lifestyle** - food, exercise, use/misuse of drugs, risks, personal and road safety
- **Develop good relationships and respect differences between people** - friends, families, bullies, support systems

### **Modern Foreign Languages**

- developing language skills and language-learning skills;
- listening, speaking, reading and writing skills;
- awareness of different countries, cultures and people;
- developing understanding of how language works;
- understanding, learning and applying simple aspects of grammar

### **Organisation and planning**

The curriculum is planned and taught using the National Curriculum 2014 and our Cohort Curriculum Planning and Tracking booklet (Smartie Book). This sets out the skills to be taught in each subject in each year group and a tick list to demonstrate coverage of knowledge. A bank of topic/theme titles has been developed and teachers may choose one of these or plan a topic around something that inspires them. Teaching will be of a higher standard if the topic content interests the teacher and children.

No rolling programme is used but, to avoid repetition, a topic tracker is filled in by each teacher to show what is done each term for each cohort. "Hook" and "Exit" activities, as well as visitors and trips, are recorded.

Coverage is ensured by each teacher highlighting a coverage sheet for each subject for each cohort. Colours are used to denote a particular year group (eg. Year 1 – pink highlighter).

Children are asked what they know about a topic at the end of the term before starting a new one and what they would like to learn. Topic webs are then created and shared with parents. Medium-term plans give clear guidance on the objectives and teaching strategies that will be used when teaching each subject. Schemes are used for RE, ICT, science and music. .

Short-term plans are written on a weekly basis. These set out the learning objectives, success criteria and assessment opportunities for each session, the organisation of groups, class teacher and additional adult support, and identify resources and activities for the lesson. Teachers plan together to ensure continuity, progression and to share expertise. In order to give depth to the learning, cross-curricular links are utilised and emphasis given to Science, History or Geography during a topic. Over the six terms of the academic year, each child has the opportunity to experience the full range of subjects.

Subjects are given a particular focus on a rolling programme over 5 years. Literacy and numeracy are always a focus and two more subjects are made the focus each year. This ensures that each subject is audited on a regular basis, resources budgeted for and specific activities planned for. For example, if Art is a focus the whole school will have an Art Week during the year.

In the Foundation Stage, the 0-60months planning document is used on entry and then the Foundation Stage curriculum. Foundation Stage and Key Stage 1 teachers plan together to ensure continuity, progression and a continuation of the Early Learning Goals in Year 1 if required.

The principle that young children learn through play, and by engaging in well-planned structured activities, is reflected through the activities planned for the youngest children. Teaching for Foundation Stage 2 children builds on the experiences of the children in their pre-school learning. Strong links exist with the village pre-school.

During the children's first few weeks 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.

The fact that all children need the support of parents and teachers to make good progress in school is clearly understood by all staff. Positive links with the parents of each child are developed by keeping them informed about the way in which the children are being taught and how well each child is progressing.

### **Children with special needs**

The curriculum is designed to provide access and opportunity for all children who attend the school. The curriculum is adapted to meet the needs of individuals and groups of children through the differentiation of activities planned.

If a child displays signs of having special needs, the teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child has a particular special need the requirements set out in the SEND Code of Practice in providing for children with special needs are followed. Advice from external agencies is regularly sought.

### **The role of the subject leader**

The Subject Leader is responsible for monitoring the standard of the children's work and the quality of teaching in their subject. The Subject Leader is also responsible for supporting colleagues in the teaching of the subject, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Three times a year, the subject leader is released to spend time in classes, interview children, conduct work scrutiny, meet with their link governor to report on strengths, weaknesses, the impact of actions and future development needs.

Subject Leaders report to all staff and governors at our annual review and development planning TD Day in June. Action Plans are written, budget bids made and priorities agreed with stakeholders. Action plans are then incorporated in to the School Development and Improvement Plan.

### **Monitoring and review**

It is important that the school is able to recognise the success it is making as well as the areas that need to be developed and improved. The monitoring and evaluation of work and standards will improve work achieved if staff have confidence in their ability to make informed judgements.

The governing body's Curriculum Sub-Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area through the reports it receives from subject link governors and from reviews of the School Development and Improvement Plan.

Governors are linked with key subjects, special needs, collective worship and child protection. These governors liaise with the subject leaders of these areas, and through visits, monitor the way the school teaches these subjects.

The Head Teacher is responsible for the day to day organisation of the curriculum. The Head Teacher monitors the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way in which their subject is planned and taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The Headteacher, subject leaders and link governors visit classes for official lesson observations or for more relaxed visits to assess the impact of the curriculum on learning.

Please see below for further information

Policy Approved by: \_\_\_S+C Committee\_\_\_\_\_

Policy Approval Date: \_\_\_September 2016\_\_\_\_\_

Policy Review Date: \_\_\_\_\_September 2018

# Progression in the Key Aspects of Learning

## Some indicators of enquiry

Children may demonstrate that they can:

- investigate objects and materials by using all their appropriate senses;
- ask relevant questions about why things happen and how things work;
- explore materials to test their ideas about cause and effect;
- ask different types of question and decide how to find out the answers;
- use techniques to collect and organise information (e.g. listing, grouping);
- ask and answer questions, and select and record information relevant to the focus of enquiry;
- use a range of data-gathering techniques (e.g. surveys, questionnaires);
- plan the steps and strategies for an enquiry;
- draw conclusions and evaluate outcomes.

## Some indicators of problem solving

Children may demonstrate that they can:

- understand the concept of cause and effect;
- apply prior learning to a problem;
- recognise and can talk (or otherwise communicate) about a problem;
- consider a range of possible solutions;
- ask questions and select and record information relevant to the problem;
- plan the steps and strategies they will use;
- predict possible effects of different solutions or modifications;
- respond to a problem or task using trial and error;
- use a cycle of trial, error and improvement;
- review what has been done and recognise the outcome (i.e. that the problem has been solved or a different course of action is needed).

## Some indicators of creative thinking

Children may demonstrate that they can:

- generate imaginative ideas in response to stimuli;
- discover and make connections through play and experimentation;
- explore and experiment with resources and materials;
- ask 'why', 'how', 'what if' or unusual questions;
- try alternatives or different approaches;
- look at and think about things differently and from other points of view;
- respond to ideas, tasks and problems in surprising ways;
- apply imaginative thinking to achieve an objective;
- make connections and see relationships;
- reflect critically on ideas, actions and outcomes.

## Some indicators of information processing

Children may demonstrate that they can:

- use first-hand experience and simple information sources to answer questions;
- know where to find information;
- understand what is relevant information and locate this within sources;
- use strategies such as scanning, skimming and using an index to locate information;
- sort and classify information using a given structure;
- talk about and recognise patterns, similarities, differences and time sequences;
- summarise information;
- record information using a given format;
- record information using formats they have devised.

## Some indicators of reasoning

Children may demonstrate that they can:

- predict and anticipate events;
- communicate about actions and their consequences based on practical activities and experiences;
- explain what they have done (and why) and the conclusions they have reached as a result;
- use the language of sequence;
- use the language of similarity and difference;
- use the language of cause and effect;
- recognise that conclusions can be tentative or definitive and that judgements reflect this;
- offer evidence to support reasoning;
- recognise that conclusions can draw on explicit and implicit evidence;
- recognise and challenge assumptions.

### **Some indicators of evaluation**

Children may demonstrate that they can:

- express and justify their own views, opinions and preferences;
- use given criteria, and develop their own, to make judgements;
- support judgements with their own evidence;
- draw on a range of evidence sources to support evaluation;
- use more than one criterion when making judgements;
- evaluate the quality of an outcome;
- develop criteria to evaluate the quality of an outcome or support an argument.

### **Some indicators of self-awareness**

Children may demonstrate that they can:

- identify what they know and can do, how they feel and identify when to communicate this to others;
- identify ways in which they are influenced by others;
- work and learn independently, knowing when to seek help, when they have completed a task and when to change activity;
- anticipate how they will respond and feel in a situation by referring to past experience;
- identify the situations in which they learn best and feel most at ease;
- reflect on the outcome of their behaviour or learning and use this self-awareness to modify their future behaviour or approach to learning;
- reflect on their success as a learner and identify how this might be improved;
- identify any particular barriers to their learning, including emotional and social barriers, and seek to overcome them.

### **Some indicators of managing feelings**

Children may demonstrate that they can:

- express emotions through facial expressions and their behaviour;
- recognise, label and think about their feelings and identify triggers to those feelings
- stop and think before acting;
- manage feelings (including anxiety, anger and fear) by using appropriate strategies;
- recognise that managing some feelings requires short-term and long-term strategies;
- reflect on their past feelings and experience and learn from past experience and reflection.

### **Some indicators of motivation**

Children may demonstrate that they can:

- sustain an activity for the intrinsic pleasure it provides;
- carry out an activity to achieve an anticipated outcome;
- plan, execute and finish an activity for the satisfaction of having created or learned something;
- work for a reward;
- set their own rewards;
- recognise their achievements and celebrate them;
- focus, shift and sustain their attention, resisting distractions when appropriate;
- organise the resources they need to complete a task;
- recognise how different learning opportunities or contexts affect their motivation.

### **Some indicators of empathy**

Children may demonstrate that they can:

- recognise similarities and differences between themselves and other people;
- take an interest in, watch and listen to other people;
- recognise and label the feelings and behaviours of others;
- understand the perspective of another person;
- recognise and anticipate the thoughts and feelings of others in different situations, basing this on their own experience;
- identify triggers or causes of other people's emotions and actions, taking account of their knowledge of the person involved.

### **Some indicators of social skills**

Children may demonstrate that they can:

- listen to, respond to and interact with others;
- participate in shared activities with an adult or another child, taking turns and sharing when appropriate;
- direct others or follow the directions of others;
- play and learn cooperatively, sharing roles, responsibilities and tasks;
- recognise when a situation is unfair and suggest how to make it fair;
- recognise when there is a conflict and suggest possible resolutions;
- state their own views and needs;
- respond to others' views when these are different from their own

# PLANNING FLOW CHART

