



Lealholm Primary School

CURRICULUM POLICY

Rationale

The curriculum is all the planned activities that we organise in order to promote learning and personal development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricula activities that the school organises in order to enrich the experiences of the 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 while developing knowledge and skills so that they achieve their true potential.

Aims

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of literacy, numeracy and ICT
- To enable children to be creative and to develop their own thinking
- To teach the children about their developing world, including how their environment and society have changed over time
- To help the children understand Britain's cultural heritage
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for RE
- To teach children to have an awareness of their own spiritual development and to understand right from wrong
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all and become positive citizens in society
- To enable children to have self respect and be able to live and work co-operatively with others

Objectives

To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning
- **Relevant** so that learning can link the pupil's experience to applications in the world at large
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each child
- **Accessible** so that there is equality for all

Organisation and Planning

We plan our curriculum in three phases.

We agree a long term plan for each key stage. This plan is created for all EVA schools. This indicates which topics are taught in each term, and to which groups of children. We review our long term plan regularly.

With our medium term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the objectives from the new national curriculum for all subject areas and use North Yorkshire agreed syllabus for the teaching of R.E.

Our short term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. We identify how work will be adapted to suit the needs of the children, including those with an IEP.

The Foundation Stage

Children in the Foundation Stage work alongside key stage 1 children in the infant class but we ensure the curriculum we teach meets the requirements set out in the revised Curriculum for the Early Years Foundation Stage. Our curriculum planning focuses on seven key areas of learning.

Prime Areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific Area:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We fully support the principles that young children learn through play, and by engaging in well-planned structured activities. Teaching staff use observation to assess children's learning. This information enables staff to plan the curriculum appropriately to promote the next steps in the learning.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Ensure there is suitable coverage of the subject
- Support and advise colleagues on issues related to the subject
- Monitor pupil progress throughout the school in that subject
- Provide efficient resource management for the subject
- Disseminate current information through staff meetings
- Analyse data to identify strengths/weaknesses and arrange appropriate CPD for staff

Monitoring and Review

Our governing body is responsible for monitoring the way the school curriculum is implemented. We have named governors for literacy, numeracy, science, Early Years, inclusion, SEAL and SEN. The governors liaise with the subject leaders of these areas and visit school at least once a year.

The Head teacher is responsible for the day to day organisation of the curriculum and leads the monitoring of the way in which subjects are taught throughout the school. Staff are asked to submit their medium term planning to the Head teacher at the beginning of each term.

Subject leaders monitor the way their subject is taught. They also have responsibility for assessment, pupil progress and resources, looking at planning, lesson observations and book scrutiny.

Curriculum Statement

At Lealholm Primary School we follow The National Curriculum. We endeavour to plan and deliver the curriculum in such a way as to meet our school aims of:

- supporting children to be aspirational and provide them with the skills and knowledge that they need to achieve their goals and develop their talents.
- providing children with exciting learning opportunities which allow them to apply their skills, show independence, communicate effectively and become creative problem solvers ready for 'real life'.
- being an inclusive, caring school at the heart of our village and across the Esk Valley Teaching Alliance
- providing opportunities for spiritual and moral development to create emotionally literate children who value people whatever their race, religion, culture or ability.

We are mindful of the introduction of a new National Curriculum in September 2014 and are currently reviewing our provision to meet the new Statutory Requirements. We aim to be innovative in our practice to provide contextualised, stimulating learning opportunities which allow all our children to access learning. We work as part of Esk Valley Teaching Schools Alliance to share ideas and resources.

Core Subjects

Mathematics

At Lealholm we ensure our children are provided with the basic skills learning key facts, strategies, reasoning and application skills to solve problems independently. We believe that deep learning of mathematics is important so that children can see and use the connections between different areas of the subject. We also develop mental mathematics using a range of strategies.

Literacy

In Reception and Key Stage One phonics is taught using the Read, Write Inc. Scheme. We also use this to develop writing skills and sentence work. Alongside this we use a range of other strategies including Talk for Writing and often base writing around a particular text or theme.

In Key Stage Two a text based or topic based approach is also often used as a stimulus for writing. Spelling is supported using Read, Write Inc. Spelling and also regular spelling challenges take place.

Along with spelling, grammar is taught in context on a daily basis in both classes.

Guided Reading is taught in Key Stages One and Two. All children are expected to read daily/ regularly at home.

Computing

Our computing curriculum ensures that children are equipped to use computational thinking and creativity to understand and change the world. Recognition of the place of computing in all learning is key to our approach. Computing is taught in a variety of ways and if necessary, specific computing skills are taught in discrete computing lessons, however the majority of teaching takes place using a cross curricular approach. This allows children to transfer computing skills and use technology for a real purpose.

Science

Science is either taught discretely or as part of a theme; whichever fits the content of the curriculum most appropriately. Investigation skills are a key part of the science curriculum and given a high priority in lessons. The science content taught in each year group is shown on the long term plan.

Foundation Subjects

We teach the subjects History, Geography, Art and DT using a cross curricular, theme-based approach. Themes such as Our Yorkshire and Chocolate include a variety of subjects enabling children's learning to be contextualised. Each theme is often enriched by an educational visit or a visiting expert.

Music

Where possible, music is taught as part of a theme. If there are no obvious links then it is taught discretely. In the juniors children have the opportunity to learn to play an instrument with a music specialist.

Physical Education

Each class is taught games, dance and gymnastics. Swimming is taught to all children during the Autumn and Summer terms. Children often have the opportunity to take part in different events with other schools in the areas through the Schools Sports Partnership. Outside coaches are often brought in to give specialist training in particular areas.

Religious Education

RE is taught according to the North Yorkshire Locally Agreed Syllabus. This allows children to learn about major world religions through different topics such as special books and places of worship, developing understanding of and respect for local faith communities.

Modern Foreign Languages

The language taught at Lealholm is French. This is taught discretely in both classes. Informal activities are used to introduce children to the language.