

Parkway Primary School

Curriculum Policy



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1. Curriculum Definition

The curriculum is all the planned activities which we organise in order to promote learning, spiritual, moral, social, cultural and personal 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 experience 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 to grow into positive, responsible people, who can work and co-operate with others while developing their knowledge and skills in order to achieve their full potential.

2. Our curriculum aims to:

The aim of the curriculum at Parkway Primary School is to provide a broad and balanced curriculum which facilitates in-depth study of the key elements of mathematics, science, computing, art, design and technology, physical education, history, geography, religious education, music and PHSCE and allows for exploration of key skills that will support our children as they become rounded adults.

The essential language skills of reading, writing, speaking and listening are integral to all areas of the curriculum and are acquired through a balance between direct teaching, teacher intervention and independent learning. The curriculum is set within a framework that seeks to attain high achievement from all pupils regardless of race, gender, disability and background.

Our curriculum aims to:

- Allow children to be the best they can be both academically and as positive members of society
- Give children the opportunity to review their curriculum to ensure its relevance to their future
- Seeks the views and interests of the children during the pre-assessment stage of each unit
- Be broad and balanced that engages all pupils inspiring them to want to learn more
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Enhance pupil's independent thinking skills
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Develop pupils' independent learning skills and resilience, to equip them for the next stage of their education and future employment
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1;
- Ensure basic life skills are acquired during their time in the school
- Provide equality of access and opportunities for all children by ensuring the curriculum is modified to ensure that all children are challenged appropriately;
- Be adapted to reflect the complex needs of some of our children, especially within the provision.

3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework

4. Roles and responsibilities.

4.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

4.2 Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

4.3 Deputy Head Teacher

The Deputy Head Teacher, under the direction of the Head Teacher will:

- Ensure relevant and up to date planning is in place, including a yearly overview, subject policies, schemes of work, etc.;
- Ensure a robust assessment system is in place for all subjects which inform next steps in learning and the updating of the curriculum where necessary;
- To have mapped out all learning objectives for all subjects across the curriculum making cognitive links which inform a joined up curriculum overview;
- To support the Assistant Head Teacher (Oak Trees) in the development of specialist schemes of work for children with specific SEN needs;
- To termly review the curriculum policy and submit to Head Teacher two weeks before each Governors curriculum subcommittee to ensure section 5, Organisation and planning and section 7, Monitoring arrangements, are up to date

4.4 Assistant Head Teacher Oak Trees

The Assistant Head Teacher (Oak Trees), under the direction of the Head Teacher will:

- Alongside teachers in Oak Trees classes create and keep updated a relevant set of schemes of work for children within Oak Trees;
- Ensure the assessment system in Oak Trees provides up to date informative information for planning next steps in learning;
- To ensure children access the mainstream curriculum with their mainstream peers as much as possible, especially in foundation subjects such as PE, art and music.

4.5 Subject leaders

Subject leaders, under the direction of the Head Teacher will:

- Provide a strategic lead and direction for their subject;
- Support and offer advice to colleagues on issues related to their subject;
- Monitor pupil progress within their subject area;
- Provide efficient resource management for the subject;
- Write and review school policy for their subject area;
- Review the way their subject is taught, ensuring progression and continuity;
- Draw up an annual action plan for improvement and development of their subject linked to the School Development Plan;
- Keep up to date with developments in their subject – locally and nationally;
- Review long term curriculum plans.

4.6 Class Teacher

Class teachers are expected to:

- Use the school schemes of work to provide a termly overview showing clear progression through each curriculum subject;
- Adapt the curriculum schemes of work to meet the needs of their pupils, ensuring that it remains relevant;
- Ensure that lessons planned are differentiated, providing the necessary support and challenge for all learners, ensuring that each child is able to learn and fully extended;
- Use assessment data to inform planning ensuring that Target Tracker statements are met;
- Provide a review of the curriculum taught at the end of each term, enabling curriculum leaders to extend what went well and adapt areas in need of modification to ensure the curriculum remains relevant to learners;

- Provide a stimulating learning environment that promotes independence whilst celebrating children's achievements.

4.7 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4.8 Student Voice

To ensure the curriculum remains relevant to all stakeholders the children will:

- Have the opportunity to review their curriculum with their class teacher;
- In focus groups, work with the Deputy Head Teacher to review the curriculum taught to ensure that it remains relevant to all vulnerable groups; capturing their interests and extending skills needed for their future lives;
- Be listened to;
- Give their views and express their interests during the pre-assessment stage of each unit.

5. Organisation and planning

5.1 Organisation in the mainstream

The curriculum is organised and delivered in the following way:

- Staff are issued with a timetable which makes explicit when certain subjects are taught, e.g. the core subjects and PE. Staff have the opportunity to email the Head Teacher to request moving of subjects
- The foundation subjects are taught around a common theme which is evident in the whole school overview on the school website. The aim is for cognitive links to be evident to provide a 'joined up' approach to learning
- As a maintained school the National Curriculum is followed for all subjects with the exception of RE which follows the Bexley Agreed Syllabus
- The following subjects have a specific approach in being taught:
 - Maths follows maths mastery
 - English is taught through 'The Power of Reading' scheme
 - Science follows Hamilton Trust & STEM
 - Computing skills are delivered through 'Switched on to computing'
 - Physical Education uses Val Sabin scheme
 - Handwriting follows the Letter joins scheme
- The following subjects have a separate school policy on the teaching of:
 - Sex and relationship education
 - Spiritual, moral, social and cultural development
 - British values

Teachers use their professional judgement to bespoke the work for their individual classes; considering the needs and interests of all the children.

5.2 Organisation in the Foundation Stage

The early years' foundation stage (EYFS) sets standards for the learning, development and care children from birth to 5 years old.

There are three key areas in the Foundation Stage: -

- Personal, Social and Emotional development, Physical Development and Communication and Language.

These are supported by the skills areas of:

- Literacy, Mathematics, Understanding the World and Expressive Arts and Design.
- Creativity runs as a strand throughout all areas in Foundation.
- Active learning, playing and exploring and creating and thinking are the essential characteristics of EYFS learning.

Foundation 1 (Nursery) offers children a wide range of play and creative opportunities, learning about the environment, different cultures, small world, outdoor play, books, graphics, using malleable materials etc. Children are encouraged to experience all areas.

Foundation 2 (Reception) is an introduction to more formal education while also encompassing the experiences of Foundation 1 and, therefore, offers a balance between self-initiated play and set tasks. There is an emphasis on Numeracy and Literacy as the children progress through their time in Foundation 2. Children are not working within the National Curriculum at this stage, but will gain valuable experiences in readiness for Year 1.

The EYFS Curriculum will move children from their own starting point, through the age related developmental stages in the Practice Guidance for the Early Years Foundation Stage document towards, and where appropriate, beyond, the Early Learning Goals. This framework will be used in all Foundation Stage planning, although the goals and developmental stages will need to be broken down so that clear learning intentions can be set out.

5.3 Organisation in Oak Trees

Oak Trees Curriculum is organised and delivered in the following ways:

- Staff are issued with a time table that includes time for personalised learning and individualised targets;
- The core subjects are taught in a personalised format to address the varying ages and abilities of each child in a class in accordance with the progression steps taken from B-Squared;
- Science is taught through topics that are planned on a two-year cycle for each class to ensure coverage of the national curriculum subjects, Biology, Chemistry and Physics in accordance with the progression steps taken from B-Squared;
- Other subjects are incorporated into the topic plans or as discrete lessons. PE and motor skills are planned for individuals in accordance with progression steps taken from B-Squared as well as following the mainstream PE scheme where appropriate;
- PSHE and life skills are planned for individuals to help achieve their EHCP outcomes;
- Children have the opportunity to join their mainstream peers for foundation subjects for example music, art and PE.

5.4 Planning

The school's approach to planning has at its core the need to ensure teachers are ready to deliver high quality lessons. It is not intended as a specific set of documents written to be monitored by the SLT. However, this year sees the introduction of model planning documents to aid teachers in their preparation for delivery of high quality lessons. This guidance and planning framework also aims to assist with the reduction of teacher workload. Planning is organised and evidenced in the following forms:

- Curriculum Overview – this lays out the areas which will be covered over the course of the year by each year group. It is shared with all stake holders on the school's website;
- Long Term planning – this document lays out all the learning objectives which will be covered across the subjects for each year group and informs the medium term planning;
- Medium Term Planning – This is subject specific and for the foundation subjects provides the short term planning which can be annotated after the teaching of each lesson;
- Weekly planning – this is the information teachers use on how they will deliver the learning and which groups require specific focus support/extension. It is the document, in the core subjects, that can be shared with support staff to ensure all know what the desired outcomes for all the children in the class are.

5.5 Staff development

Staff receive professional development in a variety of ways that includes:

- Weekly CPD meetings held on a Wednesday at 3:30pm;
- Subject leader meetings arranged by the Local Authority;
- Weekly middle leader meetings with the Head Teacher;
- Five INSET days per year;
- Joint training programmes with other Bexley schools, giving staff access to excellent practice from other locations and outstanding schools;
- Bespoke CPD from external providers based around performance management targets, lesson observations and book looks.

5.6 Learning environment

Learning environments are a fundamental part of the everyday life of the school, enriching the children's learning experiences and encouraging an imaginative and enthusiastic approach to learning.

We believe that learning environments reflect the ethos of the school and set a high standard for all to see and aspire to. They are a powerful and effective way to both stimulate and sustain children's interest in their learning.

Within each classroom we expect to see displays that contain:

- Displayed models of good work across different subjects;
- Key vocabulary, displayed in context that supports and extends learning;
- Photographs of learners learning and engaged in activities both in and out of the classroom;
- An achievement area where ACEs and STARs can be celebrated;
- Clear display of the school's 'Golden Rules';
- Furniture and resources arranged that supports learning;
- English and mathematics areas should have features that promote both as discreet subjects as well as part of cross-curricular themes;

- A quiet area of the classroom that children are able to easily access that allows them to have quiet time to support their emotional learning.

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils;
- Pupils with low prior attainment;
- Pupils from disadvantaged backgrounds;
- Pupils with SEN;
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Reports to the Governors curriculum subcommittee;
- Governors visits to the school;
- Reports submitted to Governors from external monitoring, e.g. Bexley Borough audits/reviews;
- Pupil conferencing;
- Lists of school visits and visitors;
- Subject leaders monitor the way their subject is taught throughout the school by:
 - Planning scrutinise
 - Learning walks
 - Book scrutinise
 - Pupil conferencing
 - Data reviews
- Subject leaders also have responsibility for monitoring the way in which resources are stored and managed;
- Subject leaders will be supported by the Assistant Head Teacher Oak Trees when monitoring their subject for children within the provision.

Appendix A – Short Term Planning templates