

Shiplake CE Primary School

Curriculum Policy

1) The National Curriculum

Shiplake School provides an ambitious, broad and balanced curriculum in line with Local Authority policy and national requirements. The National Curriculum sets out the statutory entitlement to learning for all pupils in Years 1 to 6 and determines the content of what is taught and the attainment targets for learning. The National Curriculum is designed to ensure that all children develop the essential literacy and numeracy skills they need in order to learn, as well as to foster a sense of enthusiasm and commitment to learning.

Children are taught the core subjects of the National Curriculum 2014 - English, Mathematics and Science, and the foundation subjects – Computing, Geography, History, Design and Technology, Music, Art and Physical Education. Opportunities are provided for all the pupils to apply and develop their Computing knowledge and skills to support their learning across the whole curriculum. Pupils learn French as their Modern Foreign Language following the CGP (Coordination Group Publications) Scheme of Work. We also teach children Personal, Social and Health Education, linking in themes of Citizenship which is also linked into our Collective Worship termly plans. Children develop an understanding of our school's Christian values through Collective Worship, Personal, Social, Health and Citizenship Education (PSHCE), Religious Education (RE) and through engaging in life at our school. We follow the Oxfordshire Agreed Syllabus for RE which plays an important part in our pupils' education. Parents are entitled to withdraw their child from Collective Worship and RE if this causes conflict with personally held beliefs. Parents who wish to withdraw their child should write to the Headteacher and we will provide for these children in another part of the school. The school also teaches and actively promotes British values through both the curriculum and the expectations/routines.

All the National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Across the two Key Stages pupils learn, practise, combine and refine a wide range of skills, some of which are subject specific and others common to many subject areas. The way subjects are delivered is designed to develop communication, number application, ICT, co-operation, self-motivation and problem solving skills. They also demand a number of 'thinking skills' such as processing information, reasoning, enquiry, creative thinking and evaluation. More able pupils are continually being stretched and pupils with specific learning needs catered for. The principles of inclusion and the value of cross curricular learning are essential elements. Children are assessed according to the School's assessment schedule which includes three formal assessments in reading, writing, mathematics and Grammar, Punctuation and Spelling (GPS) per academic year for all year groups. Science is assessed after each topic, and one final assessment at the end of the year. A consistent approach for Assessment for Learning is used and embedded across the school. The Headteacher and Assistant Headteachers also monitor progress data throughout the year for classes and specific groups.

Policies for each subject are continually updated to reflect changes in the National Curriculum and reviews of subject areas take place as established in our policy review schedule.

Sex and Relationships Education: The Governors and staff have agreed a sex education policy for the school. In Years 3 and 4 children learn about health, hygiene and their bodies. In Years 5 and 6 pupils watch videos and discuss issues about growing up with their class teacher. The content of these lessons cover the physical and emotional changes that boys and girls undergo at puberty, considers morals involved and the value of family life. Parents have the right to withdraw their child from these lessons except for those elements taught as part of National Curriculum for Science.

Foundation Class

The four guiding principles shape the practice in the Reception Class;

- unique child
- positive relationships
- enabling environments
- children develop and learn in different ways and at different rates.

The Foundation Stage curriculum is based on the principle of providing a relevant and effective curriculum, where children learn through well organised, purposeful and structured activities that may be planned by adults or by the children themselves.

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The curriculum is divided into seven areas; three prime and four specific. The prime areas run through and support learning in all other areas. The prime areas are fundamental throughout the Early Years Foundation Stage (EYFS). The specific areas include essential skills and knowledge, they grow out of the prime areas, and provide important context for learning.

Three Prime Areas: Personal, Social and Emotional Development. Communication and Language. Physical Development.

Four Specific Areas: Literacy. Mathematics. Understanding the World. Expressive Arts and Design.

Every child has an Early Years Foundation Stage Learning Journey which records and describes their development and learning achievements throughout the Early Years Foundation Stage, through ongoing observation and assessment. The Learning Journeys also include information provided by parents on their child's achievements.

In the final term of the Reception year an EYFS Profile is completed for each child. Each child's level of development is assessed against the seventeen early learning goals. The Teacher indicates whether children are meeting the **expected** levels of development, or if they are **exceeding** expected levels or not yet reaching expected levels (**emerging**). The parents and Year 1 teacher are given a copy of the Profile and a short commentary on each child's skills and abilities in relation to the three key characteristics of learning; playing and exploring, active learning and creating and thinking critically.

2) The school curriculum

The Every Child Matters (ECM) Agenda still underpins all areas of the school and its curriculum as it remains an important aspect of the education we provide.

Values and aims

- ◆ To develop within the safety of school, a happy, understanding, Christian community, exercising concern, care, tolerance and respect for others, whether at school, within the community or in the wider world.
- ◆ To increase a child's knowledge of the world and of his/her own responsibilities within it.
- ◆ To promote the self-development of children so that they are able to become active, responsible, confident, independent, contributing members of society.
- ◆ To help children develop lively, enquiring minds, enabling them to question, argue rationally and explore, in order to understand the world they live in.
- ◆ To enhance children's skills and knowledge, and the moral awareness that they need for later adult life.
- ◆ To provide equal opportunities for all children.
- ◆ To review and refine practices through self-appraisal.

How we achieve these goals

To achieve these goals we:

- ◆ Provide a stimulating environment inside and outside the classroom which enriches and extends the curriculum.
- ◆ Recognise and provide for individual needs.
- ◆ Encourage success through initiative, imagination and motivation.
- ◆ See skills as tools with which we learn to act effectively.
- ◆ Provide continuity and progression in learning both within the school and on transfer to other schools.
- ◆ Value strong links with parents, Governors, the Church, the police, other schools and the wider community.
- ◆ Encourage parents to work closely with the school.
- ◆ Recognise the important role of the teacher as tutor, knowing the child as an individual, monitoring progress, interests and needs and offering formative guidance within a caring environment.
- ◆ Understand the relevance of experience to the child's personal fulfilment.
- ◆ Acknowledge the implications of rapid change in today's world including the need to manage increasing banks of information effectively.
- ◆ Keep a positive record of children's progress.
- ◆ Provide professional leadership that encourages sound attitudes and ideas.
- ◆ Present political issues in an unbiased manner.

Effective learning

Learning is most effective when:

- ◆ Children are encouraged to think for themselves and take an active role in their learning.
- ◆ Motivation is enhanced through active learning methods, drawing on children's experiences and interests.
- ◆ Children are encouraged to learn from each other.
- ◆ Studies focus on topics that are relevant to children's experience, ability, interests and aspirations.
- ◆ Children and teachers are encouraged to reflect upon their learning.
- ◆ No limit is accepted on an individual's potential.
- ◆ Brief daily mindfulness and energiser sessions take place across the school to ensure children are ready to learn as effectively as possible.
- ◆ Parents are involved in their children's work.
- ◆ Classrooms provide a well designed and stimulating environment with adequate resources.
- ◆ Lessons are planned with regard for continuity and progression.
- ◆ Teachers are given the time and support to plan, prepare and evaluate the experiences they offer children.

Reviewed P&S Committee October 2019

Annual review cycle – next due September 2020