

Martley CE Primary School



Curriculum Policy



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This policy sits alongside the Primary National Curriculum for England and Wales (Sept 2014). As a school we are committed to fulfilling the requirements of the Primary National Curriculum as well as shaping a 'Martley' curriculum which meets the needs of our pupils.

1 Introduction

In order to implement our mission statement where we aim to 'Preparing today's children for tomorrow's challenges', our curriculum is designed not only to fulfil statutory requirements, but also to enthuse our children with a love of learning.

2 Aims and Objectives

The curriculum will help our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- To provide children with a broad and balanced curriculum so that they acquire skills, knowledge and positive attitudes appropriate to their individual needs and abilities.
- To encourage children to be self-disciplined, independent and well-motivated.
- To provide an environment which is safe, caring, friendly and stimulating.
- To encourage high standards of achievement, presentation and social behaviour.
- To stress that we are all working together as part of a community and that each child and adult is a valued member of that community.
- To encourage each child towards his/her potential in all areas, be they academic, social, spiritual, cultural or physical.
- To encourage children to have and to show respect for themselves and others.
- To ensure that the school does not operate in isolation but is actively involved in the life of the local community.
- To foster good, open relationships with parents so that they may feel that the education of their children is a partnership between themselves and the school.
- To promote a clear sense of spirituality and morality.

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 to 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 pupil
- **Accessible** so that there is equality of opportunity for all.

3 Curriculum Organisation

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is a framework produced by the DCSF and sets the standards for learning and development of children from birth to five. At Martley most of our children join our on-site Pre-School for the early stages of the Foundation Stage and in Holly Class (our mixed age Reception/Year 1 class) for the later stages of the Foundation stage in the academic year in which they turn five.

The EYFS is based on four principles:

- A unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We aim to meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

It is important that all children in school are 'safe'. We aim to educate children on boundaries and our behaviour policy, incorporating the '8 secrets of success', enable them to make appropriate choices. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children.



There are three areas of learning, Three Prime: Personal, Social and Emotional Development, Communication and Language and Physical Development. There are four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. These are delivered through a balance of adult led and child initiated activities.

Our EYFS areas are organised to allow children to explore and learn securely and safely. There are areas where children can be active, be quiet and rest. The learning areas are set up to enable children to find and locate equipment and resources independently. Learning takes place both indoors and outdoors, including a covered area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children develop in all areas of learning.

The planning within the EYFS follows the schools long term 'Essentials Curriculum' plan. Medium term plans are bases around themes or topics. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter these plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessments in the EYFS take the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Journey' booklets.

We record judgements against the Development Matter and make a summative assessment at the end of the Reception Year which is passed on to the next teacher. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales. Parents are given the opportunity to discuss these judgements with the EYFS teacher.

Key Stage 1

At Key Stage 1 the curriculum is delivered through termly topics. At the start of each topic the children are encouraged to be independent in choosing what they would like to investigate.

The topics focus on different foundation subjects and literacy is embedded throughout all topics to ensure full coverage of objectives and to give the children's writing a purpose. Within topics a narrative text is used to engage children and adds focus to the children's learning.



Our Year 1 children are taught in either the mixed age reception/Year 1 class or our mixed age Year 1/Year 2 class (and sometimes in pure year groups) at different times of the year. A smooth transition from the Foundation Stage is ensured by offering a wide variety of practical activities designed to build on each individual's experiences and develop key skills. Where appropriate, children will continue to work on the Early Learning Goals. In Year 2 the children continue to experience practical activities but there is further emphasis on recording their learning experiences in preparation for their move to Key Stage 2.

Key Stage 2

At Key Stage 2 the curriculum is delivered in a topic approach. Science, History and Geography topics are the main drivers in this process and there are strong links with art, design technology and music. Within topics a narrative text is used to engage children and adds focus to the children's learning.

Throughout the Curriculum emphasis is placed on promoting the skills of: Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving. Thinking skills are also developed and promoted (Information-processing, reasoning, enquiry, creative thinking and evaluative skills).

Planning is produced on our 'Essentials' curriculum format', outlining what we will be learning as 'Historians', 'Geographers' and so on. From this more detailed short planning is developed. Curriculum coverage is ensured and monitored.

Literacy and Numeracy are taught both discretely and through a topic based approach. There is a strong emphasis on embedding writing throughout the curriculum to help raise standards in writing throughout the school. Individual targets for Maths and Literacy are set through our active response marking approach to assessment and feedback. The children are expected to fully participate and contribute to this on-going process.

- The RE scheme of work follows the Worcestershire Agreed Syllabus.
- ICT is embedded throughout the Curriculum to enhance the quality of learning and teaching. 'Computing' is also taught discretely, as part of Curriculum 2014.
- The school has an Assessment Policy and a Marking and Feedback Policy (Sep 2014)
- Curriculum delivery is monitored in accordance with the school Monitoring and Evaluation Policy.

4 Phonics

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter makes;



- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

At Martley phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex. In Reception, Year 1 and Year 2 the children are taught phonics using the 'Read, Write, Inc' scheme. Intensive 'catch-up' programmes are implemented for children who require that little bit extra in KS 2 to catch up. Spelling and reading skills continue to be taught throughout KS 2, using a variety of approaches, including our spelling programme and catch up programmes such as 'Fresh Start'. The impact of these approaches is regularly monitored by class teachers and the Literacy subject leader.

5 Roles and Responsibilities

- The Headteacher and Deputy have responsibility for the leadership of the curriculum and for monitoring its provision.
- The Deputy Head has responsibility for developing and updating the curriculum map and ensuring, with the Headteacher, that the curriculum has progression and appropriate coverage and is consistently monitored.
- Subject Leaders, (including the Senior Leadership Team), are responsible for ensuring that content and delivery of their subject are good, that provision is monitored and they are kept up-to-date with curriculum developments, providing INSET where necessary. They ensure that progress is tracked and that there is appropriate challenge, support and intervention.
- The Special Needs Coordinator is responsible for overseeing the development of provision mapping and for coordinating the work of support staff to achieve the best possible outcomes for individual pupils.
- Class teachers ensure that the curriculum is well-planned and taught in an engaging manner which reaches more of the children, more of the time. Teachers must ensure that the objectives and aims of the lessons are achieved. They regularly review and update medium term plans.

6 Monitoring and Review

Our Governing Body's 'Standards' committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the school's strategic plan.

This policy is monitored by the Governing Body and is reviewed annually.