



# Curriculum Policy

April 2016

September 2016

At Newton Hill Community School we aim to improve the achievement of all pupils. We consider the quality of teaching and learning with effective leadership and management to be key factors in this alongside excellent curriculum provision. Embedding recent National Curriculum changes and maintaining current progress is vital for improvements to continue.

This policy links closely to the School Development Plan which provides a framework for school improvement. Our development planning is shaped by the current needs of the school and our identified targets. It is an ongoing and changing process therefore this curriculum policy should be revised appropriately to ensure it is up to date with current National and Local procedures.

### **School Vision**

Central to the community of Newton Hill, our fully inclusive school provides a safe, healthy and happy environment for every child to fulfil their potential. Supportive parents, staff and governors embrace the creative, innovative and diverse curriculum which promotes successful, confident and responsible individuals.

Newton Hill Community School  
Ready for learning - Ready for life

### **School Aims to:**

- Provide outstanding teaching for all our children.
- Ensure visible progress in lessons and over time alongside basic skills and attitudes to learning and life.
- Provide an engaging, broad and balanced curriculum for all our children.
- Together with parents, work to provide the best for the children educationally, socially and emotionally so that they will understand the needs and values of community life and their future role in society.
- Have high expectations of our children to work hard, behave well and show consideration towards others.
- Expect children to reach personal goals and demonstrate their individual achievements.

### **We share the aims and the vision through the school's five golden rules:**

- We always keep everyone safe
- We always keep everyone included
- We always keep everyone learning
- We always keep everyone's property safe
- We are always honest.

**What the school should do to improve further:-**

- improve pupils' handwriting skills
- ensure there is greater consistency in providing tasks that extend pupils' learning by combining tasks with questions that are probing enough to help pupils to deepen their understanding
- plan every English lesson to be as good as the best in including tasks at the right level of challenge for all groups of pupils.

OFSTED March 2012

**Rationale:**

The New National Curriculum for KS1 and KS2 was introduced in September 2014. This Policy outlines how we provide a broad and balanced Curriculum across the key stages.

This policy should be read alongside the Early Years and Foundation Stage Policy

This policy should be read alongside the Teaching and Learning Policy to ensure that in all curriculum areas:

- Learners make visible progress in lessons and overtime.
- Learners acquire basic skills which can be transferred to a number of contexts.
- Learners acquire life skills who know how to apply them to real life situations.
- Learners are productive and work hard.
- Learners show interest in their work, sustain concentration and are resilient.
- Learners understand what they are doing, how well they have done and how they can improve.

**Curriculum Provision**

The curriculum in KS1 and KS2 is organised around topics / themes to make it engaging for the pupils. We believe in 'wow' starts to topics and may use visits and visitors to hook the children into their learning. The core subjects of English and Maths are taught daily but links to the other subjects are forged where appropriate. Pupils will practise their English and Maths skills in the other subjects. This helps us to assess their learning as it shows they can apply the skills taught in other areas. For example if measuring length has been taught in Maths, we might expect pupils to use a centimetre ruler properly to ensure their work in design technology is accurate. The core subject of Computing is also taught as a subject but used across the curriculum to support learning. The use of real books throughout the theme ensures pupils are immersed in good quality literature which models how readers and writers behave.

The curriculum is mapped out across a two year topic planning cycle.

The curriculum in Foundation Stage promotes teaching and learning to ensure children's 'school readiness' and gives the children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Throughout Foundation Stage children learn and develop skills, knowledge and understanding in areas of learning identified in the Early Learning Goals:

Prime areas:

1. Communication and Language
2. Physical development
3. Personal, social and emotional development

Specific areas:

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

**Statutory Responsibility**

We teach the subjects of:

- English – reading, writing and communication (d)
- Mathematics – number, shape and measures (d)
- Science (d)
- Art and Design (d)
- Computing
- Design and Technology
- Geography
- History
- Languages – Spanish (d)
- Music (d)
- Personal Development
- Physical Education (d)
- Religious Education (d)

**These are taught as discrete subjects in some cases (d) or through the topic. Cross curricular links are made wherever possible.**

Timetables for these subjects are individual for each class.

Qualified teachers and Higher Level Teaching Assistants teach the above subjects.

**Assessment**

A child's progress in these subjects is assessed according to their attainment against the objectives throughout the year. Their attainment and progress in English and Mathematics is assessed termly and reported to Governors every term. Daily feedback and marking support this progress.

Some children may exceed the end of each year expectations, most children will reach the end of year expectations and a few children may not.

This will be reported to parents at two termly consultation times and through an annual report with an opportunity to discuss progress.

Interventions for those children not reaching end of year expectations will be focussed and thorough.

Review Date: July 2017