



CURRICULUM POLICY

To be agreed: October 2014

To Be Reviewed: October 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 current Evaluation & 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. This might be, for example, writing a diary entry in an English lesson based on the Fire of London if this is being studied as a historical element to a theme. Pupils will practice 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.

In KS2, from September 2013, we are teaching the subjects of Science, Art, Music and Spanish as discrete subjects. Pupils will move around the classrooms

to the teacher responsible for this curriculum area. We call this our enrichment day and hope to see an impact on the development of skills and knowledge in these areas. Basic skills in reading, writing and maths remain important parts of these lessons.

The curriculum is mapped out across a two year topic planning cycle. Essential skills for each subject are taught on a rolling programme.

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

The essential skills curriculum plans for KS1 and KS2 are available on the web site.

Skills for Learning and Life

Through each topic area we consider the following as essential characteristics to develop successful, confident and responsible citizens.

Reading

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Writing

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

Mathematics

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

Computing

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

Personal Development

Try new things - Some pupils may not be good at the things they spend most of their time doing at school, which can make it even more important that schools have a broad and rich curriculum with something for everyone.

Work hard - Accomplishment is all about practise and hard work. Pupils need to understand the benefits of working hard. They need to know that work is good and not something that should be avoided

Concentrate - Children are living in the most intensely stimulating time in the history of the Earth. They are bombarded with images from television advertisements, websites, games consoles and mobile phones. It has never been so important to **teach** our children how to concentrate.

Push themselves - To be really successful, pupils need to learn to push themselves. For example, when they don't feel like doing things, when they feel shy, when they think they might fail and when their friends are trying to stop them doing what they want to do.

Imagine - Children have a fantastic imagination, which mostly declines with age. This decline is the enemy of success. To help children to be successful we need to help them to keep having ideas as they get older.

Improve - We try to make good things great. Rather than making any radical transformations we tend to make lots of small adjustments. This is what we can teach our children: great things do not happen suddenly. They are the result of lots of tweaking and refinement. We can all make things a little bit better.

Understand others - Successful people use what they know to try to be useful to others. We need to have an understanding of other people and respect their differences to become responsible citizens.

Not give up- Children need to understand that if they have bad luck, they are not alone. We tell children about the times we bounce back.

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, unqualified teachers and Higher Level Teaching Assistants teach the above subjects under the guidance of the teacher standards, through appraisal and the teaching and learning policy.

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 very regularly and reported to Governors every term. Daily feedback and marking support this progress. (See Feedback and Marking Policy)

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 termly consultation times and through annual reporting procedures. Interventions for those children not reaching end of year expectations will be focussed and thorough.

Children in Year 2 and Year 6 (2015) will still be assessed under the previous National Curriculum.