

# Grindleford Primary School

## Curriculum Policy

### 1.0 Aims and Objectives

At Grindleford Primary School, we aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach to learning. Our curriculum aims to deliver a twenty first century education that will equip our children with the skills required to be an independent and responsible citizen. We are currently trialling a team teaching approach where staff teach across the full age range of the school within their specialist subjects.

We aim to deliver this through:

- Embedding ECM (Every Child Matters) through teaching units on hygiene, community, finance and citizenship
- Developing a sense of community and belonging, contributing to our community through direct interaction – making links with local organisations
- Equipping children with skills for life, through practical work
- Providing opportunities for children to broaden their outlook on life
- Making learning more meaningful, through putting it into context
- Holding a flexible timetabling approach to make space for true depth of study
- Establishing cross-curricular links to foster a broader understanding
- To embed MFL (Modern Foreign Language) through providing contexts for learning.

### 2.0 Teaching and Learning Style

**2.1** We use a variety of learning styles.

**2.2** All lessons conform to the three part model: Introducing with whole class teaching, using open ended probing questions, visual stimuli and talk partners; followed by a period of learning, where children may work independently, in pairs or as groups; lessons are concluded with a plenary that extends, applies or previews learning.

**2.3** We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:

- Setting common, open ended tasks to elicit a variety and depth of response;
- Setting tasks of increasing difficulty, scaffolding where appropriate;
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing practical opportunities for kinaesthetic learners;
- Using visual stimuli and artefacts to promote interest;
- Using Teaching Assistants to support the work of individual children or groups of children;
- Using trips and visitors to further understanding

### **3.0 Curriculum Planning**

We have incorporated the National Curriculum objectives into our planning. There are four parts to our planning:

**3.1(i)** Long term themes (topics) for the year; these are what themes will be taught and when. They give a number of weeks for the duration of the theme. The long term plans for each theme hold the relevant objectives for the theme.

**3.1(ii)** Teachers use the objectives, and discuss how they will translate them into meaningful activities for the children then record them using a range of techniques, eg spidergrams

**3.1(iii)** Using the brainstorming of activities, we then consider what the best learning sequence would be. We record our medium term plan as a learning sequence for the length of the theme. This has to incorporate:

- A formative assessment of children's understanding – such as a mind map
- How the theme will be introduced (a 'wow' factor, that could be a visit, film or trip)
- Opportunity for trips and visits from external agencies
- What the learning outcome will be – this could be an artefact, presentation or experience for example
- A final summative assessment of children's learning

Children's work is recorded in a work book or file that is subject to the presentation and marking policy or photographed, recorded, videoed or kept.

**3.1(iv)** When planning the subsequent weeks work from the medium term plan there is flexibility in timetabling, and according to the learning sequence, core subjects do not have to be taught exclusively in the morning.

**3.2** Plans are monitored by the Headteacher through Performance Management.

### **4.0 Resources**

Resources collected for a theme are boxed and kept. Co-ordinators review resource needs and order as necessary. We value experiences and people as resources, and use them as frequently as possible.

### **5.0 Assessment and Recording**

**5.1** We formally level children's understanding through using statements based on the National Curriculum objectives – recording individual children's results and the date they were achieved.

**5.2** Subject co-ordinators collect evidence (data, photographs, work) from class groups and undertake work scrutinies which allows them to assess how well their subject is being delivered. This is overseen by the Headteacher.

**5.3** Governors are kept informed of developments and priorities through communication through Learning and Teaching Sub Committee.

**5.4** Parents and carers are kept informed of developments through Parent's Evenings, end of year report, school website and the school newsletter.

### **6.0 Monitoring and review**

**6.1** The Headteacher is responsible for monitoring and reviewing. This process is achieved through:

- Regular observations of lessons
- Regular scrutiny of work planning
- Pupil conferences
- Scrutiny of workbooks
- Collating data from questionnaires

**6.2** The teaching staff will amend the Curriculum on an annual basis, responding to data from the above monitoring.

## **7.0 Core Subjects**

**7.1** Literacy and Mathematics are taught using Government guidance and objectives. We base our medium-term planning on these guidance documents. We often try to link out Literacy and Mathematics with our theme work if possible. Grindleford Primary School has a particular focus on improving writing throughout the school and this is promoted by using theme work as a relevant and audience/interest centred stimulus for writing.

**7.2** Science is taught separately although sometimes themes are inspired by Science topics e.g. space, the environment, forces.

**7.3** At Grindleford Primary School IT is promoted and extended in all areas of the curriculum and also taught separately as a pure IT lessons. Consequently, the children at Grindleford Primary School are extremely computer literate.

## **8.0 The Foundation Stage**

**8.1** The curriculum that we teach in the Reception class meets the requirements set out in the EYFS curriculum. Our curriculum planning focuses on developing children's skills and experiences.

**8.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the Foundation Stage builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

**8.3** Each term in the Foundation Stage the teacher will assess the skills development of each child and record this electronically using various programmes within school, including 'Early Years' a new app utilising the flexibility of an ipad. This assessment forms an important part of the future curriculum planning for each child.

**8.4** We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child by keeping them informed about how the children are being taught, and how each child is progressing.

Reviewed – 28/11/17

To be Reviewed – Aut 1 2018