

CURRICULUM POLICY

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum or Early Year Foundation Stage, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills.

At Pinewood, we teach through a skills-based curriculum that is designed to provide children with the essential skills for learning and life. These skills are taken from the National Curriculum.

Aims

The aims of the school curriculum are:

- to provide all children with a broad, balanced, child-centred and relevant curriculum;
- to enable all children to learn and develop their skills to the best of their ability;
- to create, maintain an exciting and stimulating learning environment where all pupils are encouraged to take a risk in their learning;
- to ensure that each child's education has continuity and progression;
- to fulfil all the requirements of the National Curriculum, Early Years Foundation Stage and the Locally Agreed Syllabus for Religious Education;
- to teach children the essential skills of literacy and numeracy;
- to teach children about their developing world, including how their environment and society have changed over time;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand Britain's cultural heritage and promote British values;
- to enable children to understand and respect other cultures and encourage them to be positive citizens in society and to feel that they can make a difference;
- to help children to become creative, independent learners;
- to enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style;
- to recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.

Objectives

The Foundation Stage:

The curriculum taught in the reception class meets the requirements of the Early Years Foundation Stage, EYFS. The curriculum planning focuses on the individual needs and interests and stage of development of each child. This is used to plan challenging and enjoyable experiences for each child in all of the areas of learning and development. We value the principle that young children learn through play, and by engaging in carefully planned experiences. Teaching in the reception class builds on the previous learning of the children reflecting for example their home learning environment and pre-school experience. Positive partnerships are maintained with all pre-school providers.

During the children's first half term in the reception class assessments are made of the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. Assessment throughout the year is based on professional knowledge of child development and reflects the age /stage bands documented in DfE Non-Statutory guidance. The Foundation Stage Profile is a summative assessment used to assess children's attainment at the end of the year.

The support of parents and carers is key to the child's success in school and positive links are built with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. The use of the Tapestry online journal supports this process. We value the importance of parents and the home learning environment feeding into our planning and ongoing assessments.

In Early Years all children are taught in accordance with the Early Years Foundation Stage Curriculum in the following areas:

The 3 prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The 4 specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Characteristics of Effective Learning (CoEL) as defined by Early Years Development Matters are also used to underpin teaching and learning in the Early Years, demonstrating how children learn. These are playing and learning, active learning and creative and thinking critically.

Key Stage 1:

We teach the knowledge content from the National Curriculum though key skills and thinking skills.

Key skills identified:

- communication
- application of number
- working with others
- information technology
- problem solving
- improving own learning and performance

Thinking Skills identified:

- enquiry
- information processing

- reasoning
- creative thinking
- evaluation

In Years 1 and 2, subjects are taught in accordance with the Primary National Curriculum as follows:

- English
- Mathematics
- Science
- Design and Technology
- Computing
- History
- Geography
- Art and Design
- Music
- Physical Education
- R.E

Programmes of study are used to identify the skills and knowledge that need to be taught.

At Pinewood we teach through a skills approach so subjects are rarely taught discretely. Although we recognise that sometimes certain skills need to be taught before they can be applied in a cross curricular fashion and therefore sometimes subjects can be blocked to allow for this. Medium term planning shows the cross curricular skills that build up to the quality outcome. These are purposeful links, which help to connect areas of learning and promote the application of skills across different contexts.

To gauge the children's prior knowledge to a new topic of learning, we carry out pre-assessment tasks designed to find out what the children already know and what they would like to know. This is used to inform the topic planning for that specific cohort, incorporating the children's interests.

Each topic begins with a WOW day in the first week. This is an activity or day that captures the children's imagination in order to motivate their learning. The learning is then continued using a variety of approaches which builds up to a final QUALITY OUTCOME giving purpose to the learning. This can take a number of different forms and is shared with various audiences. The lead is taken by the children as to what it might be, how it is organised or who that audience might be.

First hand experiences are crucial to the learning process and are provided where ever possible. This helps the children to practice and retain skills and information (taking account of children's learning styles). These experiences are provided through:

- Using the whole of the school environment e.g. taking the learning outside
- Using the local environment
- Visitors into school
- Field trips i.e. trips to provide the real-life experiences and resources not able to be replicated in school

SEN

The curriculum at Pinewood is designed to provide access and opportunity for all children who attend the school. If we think it appropriate, we will adapt the curriculum to meet the needs of individual children, consulting parents if necessary.

We comply with the requirements set out in the SEND Code of Practice (July 2014) and offer good quality first teaching in the classroom by the class teacher supported by the teaching assistant. Additional support or interventions are offered if required.

Role of the subject leader

It is the role of each subject leader as curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum or EYFS and that progression is planned into schemes of work.

Assessment

Accurate and focused assessment is the cornerstone of high-quality teaching, as it allows learning to be planned and taught accurately to meet the needs of the children, ensuring high levels of expectation. Ongoing assessment for learning is planned into the curriculum. Children are formally assessed at the end of the Key Stage and are informally assessed in lessons through questioning, marking of work, tests and observations of learning. Records of progress are reviewed on a termly basis. Judgements of assessment are moderated across the school and with other schools to ensure consistency.

Communication about the Curriculum to Parents

Parents are integral to children's learning success so it is important that they are informed about the curriculum and the learning in school. Information evenings are held at the beginning of the school year, which outline learning and expectations for the forthcoming year. Half-termly topic webs are sent home that give details of the class learning for that half term and include home learning suggestions and vocabulary for the topic. These are also placed on the website for reference. Further information concerning learning can be found on the website.

Communication with parents' about how their child is performing happens formally throughout the year either in the form of a written report or a parent consultation where parents' meet with their children's teachers and discuss their progress. Teachers are of course also available, by appointment, for any necessary communications at any time.

Homework

Homework is given in line with our school policy and is used to support the curriculum and classroom learning.

Roles and Responsibilities

The Governing Body is responsible for: the school policy and approach to the Foundation Stage Curriculum and the National Curriculum. It oversees and monitors the curriculum.

The Headteacher is responsible for: ensuring liaison with parents and other professionals in respect of the curriculum; advising and supporting other practitioners in the setting; ensuring that appropriate continuity and progression is in place across the school; and for ensuring that information about the curriculum is collected and evaluated.

Classroom staff are responsible for: the day-to-day management of learning of all children in the classroom, providing the necessary opportunities for all children in their class.

Please read in conjunction with:

- Teaching and learning policy
- Marking policy

Responsibility: Children and Learning Committee
Approved: June 2019
Review cycle: Three Yearly
Next review: Summer term, 2022

Curriculum Policy Guidelines

Curriculum organisation

Skills curriculum

We teach the knowledge content from the National Curriculum though key skills and thinking skills.

Key skills we have identified as

- communication
- application of number
- working with others
- information technology
- problem solving
- improving own learning and performance

Thinking Skills we have identified as

- enquiry
- information processing
- reasoning
- creative thinking
- evaluation

Pre-assessment tasks

To gauge the children's prior knowledge to a new topic of learning, we carry out pre-assessment tasks designed to find out what the children already know and what they would like to know. This is used to inform the topic planning for that specific cohort, incorporating the children's interests.

Learning journey

Each topic begins with a WOW day in the first week. This is an activity or day that captures the children's imagination in order to motivate their learning.

The learning is then continued through a variety of methods which builds up to a final QUALITY OUTCOME giving purpose to the learning. This can take a number of different forms and is shared with various audiences. The lead is taken by the children as to what it might be, how it is organised or who that audience might be.

Cross curricular topics

As we are teaching through a skills approach, subjects are rarely taught discretely. (Though sometimes, certain subject areas are better taught blocked. E.g. clay techniques need to be taught before they can be applied in a cross curricular fashion.)

Medium term planning shows the cross curricular skills that build up to the quality outcome. These are to be purposeful links, which helps to connect areas of learning and promote the application of skills across different contexts.

First hand experiences

These are crucial to the learning process and are provided where ever possible. This helps the children to practice and retain skills and information (taking account of children's learning styles). These experiences are provided through:

- Using the whole of the school environment e.g. taking the learning outside
- Using the local environment
- Visitors into school

- Field trips i.e. trips to provide the real life experiences and resources not able to be replicated in school

Independent learning

The classrooms are all set up to provide separate learning areas designed to enhance the children's learning and provide opportunities for them to practice the skills learnt.

This provides them with the opportunity to demonstrate the application of their learning, enabling staff to assess in order to inform future planning.

Parent Partnership

Parents receive a HOME LEARNING sheet that is topic related homework each half term.

This consists of a joint challenge (for parents and children to complete together), a child's challenge (for the child to complete independently) and a parent's challenge (which is a task designed to support an area the children are learning about in school). All of these tasks feed into the curriculum that the children are working on for that half term.