



Curriculum Policy

This policy represents the agreed principles for the provision of the curriculum within Shepherd Primary School. This policy has been agreed by governors within the school and all teachers representing the Early Years, Key Stage 1 and Key Stage 2.

Introduction

Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the 2014 National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others whilst at the same time developing their knowledge and skills, in order to achieve their true potential.

We value the breadth of the curriculum that we provide. We aim to foster creativity in our children and to help them become independent learners. Above all we believe in making learning fun.

Values

The effectiveness and success of our school is underpinned by values we hold important. The curriculum is the main means by which the school achieves its values through the objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our school community (children, staff, parents and governors) worked together to decide the values that this school believes in. These core values are:

Opportunity, respect, motivation, confidence, honesty, happiness, healthy living, friendship, achievement, safety, teamwork and care

Aims and objectives

Our aims for the school are based on our agreed values and inform our vision for the school. These are to:

- Learn and grow together within a safe, caring and happy environment;
- Encourage achievement in all aspects of school life;
- Motivate all children in a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

At Shepherd Primary School, we aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach to learning. Our Creative Curriculum aims to deliver a twenty first century education that will equip our children with the skills required to be independent and responsible citizens. We aim to deliver this through:

- Embedding the Every Child Matters Agenda through teaching children about 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

Teaching and Learning Style

We use a variety of teaching styles and all lessons conform to the three part model:

- (i) An introduction with whole class teaching and modelling, using open ended probing questions, visual stimuli and talk partners;
- (ii) A period of learning, where children may work independently, in pairs or as groups;
- (iii) A plenary which extends, applies or previews learning. Assessment opportunities are embedded throughout the lesson and children use a variety of Assessment for Learning (AFL) techniques.

We recognise that children have preferred learning styles (visual, aural or kinaesthetic) and so make allowances for this in our planning and delivery. We provide personalised 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

Organisation and Planning

In the Early Years Foundation Stage, children follow the seven areas of learning:

Prime Areas:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

Specific Areas:

- Literacy (L)
- Mathematics (M)
- Understanding of the World (UW)
- Expressive Arts and Design (EAD)

From Year 1 upwards, all pupils follow the 2014 National Curriculum:

- English, Mathematics, Science, Computing, History, Geography, Art & Design, Design Technology, Physical Education, Music, RE and MFL (Year 3 upwards)
- PSHCE is non-statutory at KS1 and KS2 but we still choose to teach this valuable subject

- Religious Education follows guidelines from the Hertfordshire County Council agreed syllabus
- Computing follows the scheme of work from Hertfordshire County Council
- PSHCE combines both the previous National Curriculum and SEAL frameworks and incorporates Citizenship, Sex Education and Drugs Education
- Pupils in Years 3, 4, 5 and 6 receive weekly languages lessons in a Modern Foreign Language (French)

Planning

- Each Class Teacher has a planning file. It contains Topic Webs, Soft Start Plans, Curriculum Newsletters, Weekly Plans, Medium Term Plans and Assessments for all curriculum subjects. In addition, a separate assessment file contains individual records for English, Mathematics, Science and Computing, which are highlighted in order to show what percentage of assessment criteria each pupil is making
- Our whole school Long Term Plan shows how each year group links their foundation subjects to a common theme each term - the Creative Curriculum Topic
- Long Term Plans for each subject show how knowledge and skills are planned for each year group with evidence of progression from year to year and a broadening subject knowledge
- Topic Webs bring together all the links made between subjects in each year group each term and also identifies links with offsite trips and visitors
- Medium Term Plans for each subject show how the Class Teacher will link together Knowledge and Skills in order to create learning objectives, steps to success and activities for weekly lessons
- Weekly Plans for Maths and Literacy show how Maths, Reading, Writing, Grammar, Spelling and Phonics will be taught on a weekly basis, usually on themed blocks of 2 to 3 weeks
- Soft Start Planning shows the range of activities that the children will engage in when they enter the classroom in the morning before registers are taken. These sessions may be based on any area of the curriculum
- Curriculum Newsletters inform parents about what their child will be learning during the coming term and are sent home at the start of each term
- Whole School Themes - we have a number of themed-weeks where the whole school works together to promote cross phase work (e.g. Anti Bullying week, ICT week, World Book Day, Sports Week, Arts week, Enterprize Week etc.)

The SLT monitor planning files every half term and give oral and written feedback to Class Teachers. Subject leaders may also monitor planning files as and when appropriate.

The Curriculum and Inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have Special Educational Needs (SEN), our school does all it can to meet their individual needs, complying with the requirements set out in the 2014 SEN Code of Practice (see SEN Policy). If a child displays signs of having SEN, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a ECHP (Education, Care and Health

Plan – formerly known as a statement) and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special educational need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The school complies fully with the requirements of the Equality Act of 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to children without a disability. The school's Equality Act outlines key targets for school improvement to ensure that teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Our creative curriculum addresses the diversity of our society, and reflects the 2014 National Curriculum aims.

The Early Years Foundation Stage

The curriculum that we teach in the Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage guidance. Our curriculum planning focuses on the Age Related Expectations and Early Years Outcomes and the 17 Early Learning Goals, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities. Teaching in the Reception class builds on the experiences of the children in their Nursery learning through carefully formulated planning which is clearly differentiated. We do all we can to build positive partnerships with the Rickmansworth Children's Centre, various nurseries and other pre-school providers in the area.

Each early years practitioner tracks the skills development of each child using the Ages and Stages guidance; this is then inputted in to the Early Years Toolkit. The data is analysed and used to inform future planning. In the same way, the Reception class teacher will track the skills development of each child and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

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

Resources

- Art and Design and Design Technology resources are kept in the Art/DT room
- Music resources are kept in the Music room
- English resources are kept in classrooms and are age appropriate
- Guided Reading and Phonics/Spelling resources are kept in the drama/reading room
- Mathematics resources are kept in classrooms as well as centrally stored in our mathematics resources cupboard located in the Shakespeare room
- Science and Computing resources are stored centrally in labelled boxes and can be borrowed by any Class Teacher
- Creative Curriculum Topic resources are gathered and kept by the Class Teacher
- Subject Leaders review resource needs annually and order as necessary

- We value experiences and people as resources and use them as frequently as possible

Assessment and Recording

Children are given opportunities every day to assess their learning in all areas of the curriculum using AFL techniques in lessons and through the use of individual targets set as a result of improvement marking.

We formally level (based on the Herts assessment scheme) children's knowledge, understanding and skills by highlighting statements directly taken from the 2014 National curriculum objectives. Children are rated termly as either 'entering', 'developing', 'securing' or 'mastering' in English, Mathematics, Science and Computing. Phonics and book band levels are also assessed termly.

Subject leaders collect evidence including data, photographs, children's work, interviews with children, planning and lesson observations. These allow them to assess how well their subject is being delivered. This is overseen by the Senior Leadership Team (SLT).

Governors are kept informed of developments and priorities through communication between the Curriculum Link Governor classroom visits, Teaching and Learning discussions during termly Governors' meetings and the bi-annual Curriculum Review of Standards.

Parents and carers are kept informed of developments, through 'Meet the Teacher' meetings, parent consultation evenings, bi-annual reports and the school's weekly Friday newsletter.

Monitoring and Review

Subject Leaders and the SLT are responsible for monitoring and reviewing the curriculum. This process is reflected in the Subject Leader's School Development Plan and is achieved through:

- Observations of lessons
- Scrutiny of work
- Pupil interviews
- Collating data from questionnaires
- Monitoring of planning
- Data Analysis

The Subject Leader amends the Long Term Plans for their subject on an annual basis, responding to data from lesson observations, book scrutinies and discussions with pupils and Class Teachers.

Key skills

Our children learn, practise, develop and refine a range of skills. Some of these skills are specific to certain subjects; others are general skills and therefore key to learning in all subjects. These key skills underpin learning throughout the school. We aim to equip all children with the key skills, so that they can be as successful as possible in the future.

There are six key skills which form the basis of success at school, and being vital to life-long learning:

- Communication. This includes listening, speaking, reading and writing
- Application of number. This includes mental calculation skills, and learning how to apply these skills to solving number problems

- Information technology. This involves using new technology to find, analyse, interpret, manipulate and present information. It also involves the skills necessary to use technology appropriately and successfully
- Working with others. This involves the ability to work well with others as a team member or team leader. When children are offered the opportunity to work with others, they learn to consider the views of others, and to develop the social skills of cooperation and mutual understanding
- Improving own learning and performance. This involves children in evaluating their own performance, and understanding what they need to do next in order to improve
- Problem-solving. This involves learning how to apply common techniques to solve problems in a variety of contexts and situations

In our curriculum planning we include these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for their subject
- Support and advise colleagues on issues related to the subject
- Monitor pupils' progress in that subject area
- Provide efficient resource management for the subject

The school gives Subject Leaders non-contact and/or staff meeting time so that they can carry out their duties. It is the role of each Subject 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 the subject, ensures that there is full coverage of the 2014 National Curriculum and sees that progression is planned into Long Term Plans. The Subject Leader also keeps a file with evidence of their input into their subject.

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented.

There is a named governor assigned to each subject area. These 'link' governors liaise with their respective Subject Leaders and monitor closely the way these subjects are taught and led. There is also a named governor assigned to special educational needs, who liaises with the SEN Coordinator and monitors the ways in which special needs are addressed.

The Head Teacher is responsible for the day-to-day organisation of the curriculum. The Deputy Head Teacher monitors the planning files for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives.

Subject Leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.