

Yorke Mead Primary School

Curriculum Policy

May 2017



Our School Vision Statement

BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

DARE TO...

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

INTRODUCTION

At Yorke Mead Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2017 framework in Reception.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. This includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the 'hidden curriculum' which includes the things the children learn from the way they are treated and expected to behave.

At Yorke Mead our motto is **Bringing Learning to Life**. We aim to make learning as meaningful and relevant as possible. We strive to ensure learning is approached using 'active' techniques and that learning is fun. Children learn best when they are enjoying themselves. We aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at Yorke Mead to have a fantastic and extensive outdoor learning environment. We endeavor to use the school grounds as much as we can and through our curriculum teach the children to respect our world, and understand the importance of caring for it for future generations.

How we learn:

10% of what we **READ**
20% of what we **HEAR**
30% of what we **SEE**
50% of what we **SEE and HEAR**
70% of what is **DISCUSSED** with others
80% of what is **EXPERIENCED PERSONALLY**
95% of what we **TEACH TO SOMEONE ELSE**

William Glasser

AIMS

At Yorke Mead we endeavour to provide a broad and balanced curriculum that enables children to learn through both cross curricular approaches and through discrete subject teaching. This two-fold approach is deliberate. We naturally want children to see and understand the cross curricular links that are evident in all learning. However, we also believe that subjects should be valued in their own right. Some subjects enjoy the benefit of specialist teachers to ensure high quality provision.

In providing our curriculum we aim to allow and encourage all children to:

- Enjoy learning
- Feel successful in their learning, promote high self-esteem and develop a lifelong love of learning
- Develop into caring thinkers so they strive to come to a positive outcome
- Become creative, independent learners
- Value the process of talk for learning as well as more formal written methods
- Make learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning
- Develop their critical thinking
- Nurture positive relationships promoting working co-operatively with one another
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning alongside involvement in setting their own targets for future learning
- Show respect for other cultures, values and opinions
- Understand and value the importance of truth, fairness, right and wrong
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development
- Learn, practise and apply the basic skills of English, Mathematics and Computing

ORGANISATION AND PLANNING

At Yorke Mead we have a yearly cycle of themes that ensures our curriculum meets the requirements of the 2014 National Curriculum in Key Stages 1 and 2. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

Children in Early Years have a basic curriculum but learning at this stage is themed around the children's interests. Teachers work to ensure that topics meet the needs and interests of all children.

All teachers are responsible for planning, evaluating and teaching in their classes. Teachers assess the extent of the children's knowledge at the start of the new theme or topic. This includes finding out from children what they would like to know as well as what they already know. Planning then stems from this prior understanding. A planning proforma is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, vocabulary development and resources required. Year group partners meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes.

THEMED or CROSS CURRICULAR TEACHING

'Cross curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics'
Dean, J. (2011)

By teaching in a cross curricular way we aim to motivate children in their learning and allow them to understand subjects within the wider life experiences. This enables learning to be meaningful and provides a broad range of teaching and learning opportunities for the children, promoting cognitive, personal and social development in an integrated way.

Where themes are taught using a cross curricular approach, books are selected in English using the Power of Reading scheme to enhance the topic. This book often provides a central theme for the learning, immersing the children in the experience.

Cross curricular teaching and learning at Yorke Mead is characterised by:

- Authentic links in terms of content, concepts and skills
- Coherence in building on prior learning and experience
- Flexibility in the use of curriculum time and resources
- Effective contextualisation so that links are explicit to children
- Based on strong subject knowledge contextualised within a broader context of learning.

DISCRETE TEACHING

'To a greater or lesser degree every effective primary school visited by the review carefully planned and managed its curriculum to provide children with both systematic subject teaching and rich cross curricular studies.'
Rose, J (2009)

At Yorke Mead we recognise that not all learning in the curriculum can be addressed through cross curricular approaches, and that subjects have a right to be valued for themselves. Some subjects require a higher level of specific skill, which may be beyond that provided in initial teacher training such as a foreign language or music. With this in mind, at Yorke Mead, we employ specialist teaching for music (Year 3 and Year 5); specialist French teaching (KS2), a specialist Art teacher and a Sports coach who work across the school to strengthen teachers' skills in teaching these subjects.

There is no subject taught completely through discrete teaching. Knowledge and understanding, without the skills to apply this is of limited value. We therefore ensure all areas of learning benefit from the opportunity to apply in cross curricular learning.

At Yorke Mead we follow the Herts for Learning Computing Scheme for our core, discrete teaching. Computing skills are also used in a cross curricular way as part of our themed teaching.

Readers may wish to refer to separate subject policies for further guidance.

THE WIDER CURRICULUM

At Yorke Mead we believe that there are core elements to our wider curriculum that are essential to help our children grow into happy, healthy, confident individuals. Included within our hidden curriculum are the following key elements:

Philosophy for Children (P4C)

P4C is a powerful, educational approach centered on children thinking and reasoning as a group. The approach of philosophical enquiry values and challenges children's opinions, supporting their personal, social and health education, giving a voice and the opportunity to reason an argument orally. As a result of P4C our children become adept at reasoning and this in turn improves the depth and quality of their written work.

Forest School Teaching

Forest School teaching aims to promote the holistic development of resilience, confidence, independence and creativity in learning. Through a series of lessons children are encouraged to take supported risks in their learning, working in an environment that allows them to develop a relationship between themselves and the natural world.

The MindUP Curriculum

The increasing concerns for children's mental wellbeing have been a driving point for Yorke Mead School introducing a programme aimed at preserving the children's positive mental health for the future. MindUP is a programme of learning inspired by positive psychology and grounded in neuroscience. As children learn to understand the workings of their brain and to value the short, mindful moments in the school day when they practice their core breathing, we are providing them with a tool for the future to help reduce stress and anxiety and help keep them emotionally well.

INCLUSION and DIFFERENTIATION

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum.

Our curriculum is active, inclusive and promotes a growth mind set in all our children linking back to our school motto – *Bringing Learning to Life*.

Extra support and interventions are provided for children as necessary and in line with our SEND policy.

ASSESSING CHILDREN'S LEARNING

Short and medium term assessment is the responsibility of the class teacher and is in line with the school assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements. For further information please refer to the following policies:

- Marking and Feedback Policy
- Assessment, Recording and Monitoring Policy Children's

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

THE ROLE OF SUBJECT LEADERS

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- maintain a Self- Evaluation document to enable leaders to be kept up to date about their subject
- support and offer advice to colleagues on issues related to the subject
- support staff development and improve the quality of teaching and learning over time
- monitor pupil progress in that subject area by working alongside colleagues, work scrutiny, pupil voice interviews, lesson observations and planning scrutiny
- monitor and evaluate teacher's planning and teaching
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject
- map coverage of the curriculum to long term plans

The curriculum leader (Assistant Head Teacher) has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure that support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin Yorke Mead's curriculum development.

CURRICULUM COMMUNICATION TO PARENTS

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress
- Annual open afternoon at the end of the school year
- School newsletters and website pages inform parents about the learning for the coming week and celebrate what has been happening in the wider curriculum.

HOME LEARNING

Home learning is given in line with our school policy in English, Maths and topic based learning. All homework is given to the children in paper format.

PUPILS' RECORDING OF THEIR WORK.

Children are encouraged to record their learning in a variety of ways. At Yorke Mead we are anxious to avoid the overuse of worksheets as we recognize these can limit the learning experiences for children and place a ceiling on the outcomes. Where possible, children are encouraged to record their work in their own ways using prose, tables, sketches, diagrams charts and notes. Some children may be supported by a writing frame or prepared format if the teacher feels that the process of recording will impact on the learning for that child.