



# Layfield Primary School

## Curriculum Policy

February 2019

**Review date:** February 2020

## **1. Introduction**

1. The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. At Layfield Primary School we have developed a creative approach to the curriculum. This includes the formal requirements of the National Curriculum and Early Years Foundation Stage Curriculum as well as 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 cooperate with others while developing knowledge and skills, so that they achieve their true potential.

## **2. Values**

**2.1** Our school curriculum is underpinned by the values that we hold at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school. To this end we try to ensure that the curriculum is relevant and accessible to all pupils.

We value, seek to understand, and identify the potential in everyone. Through our curriculum we promote values which include:

- British democracy
- the rule of law
- individual liberty
- respect and tolerance of different faiths and beliefs (and no faith)

We do this alongside an appreciation and celebration of difference and diversity (reflecting all protected characteristics and social class). We promote rights and accept that rights come with responsibility.

Valuing our cultural heritage, we explore our local, regional and national heritage and British history, both positive and negative – learning from history and taking pride in positive contributions made.

**2.2** We recognise that all children have rights. Where possible we include reference to Articles from the United Nations Convention on the Rights of the Child within our curriculum and teaching.

**2.3** Our school is in full agreement with the statements in section 2 of the National Curriculum in England document. These are the main values of our school, upon which we have based our curriculum:

- We value a curriculum that is broad and balanced.
- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual, moral, cultural, mental, and physical development of each person, as well as their intellectual growth.

- We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

### **3. Aims**

#### **3.1** The aims of our school curriculum are:

- to enable all children to develop lively, independent and enquiring minds
- to develop a positive, confident attitude towards their learning and strive to achieve their best
- to develop awareness and understanding of spiritual, moral and cultural issues and to understand right from wrong;
- to promote physical development and a healthy lifestyle for all pupils
- to teach to a high standard which will enable all children to reach their personal best
- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of literacy, numeracy and computing
- to enable children to be creative and to develop their own thinking
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens in society
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others.

#### **3.2** In summary, we aim to offer a curriculum that is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

**3.3** We also make provision for a daily act of collective worship and teach religious education to pupils at every key stage.

### **4. Key Skills**

#### **4.1** The following skills run throughout our curriculum and are the building blocks of learning:

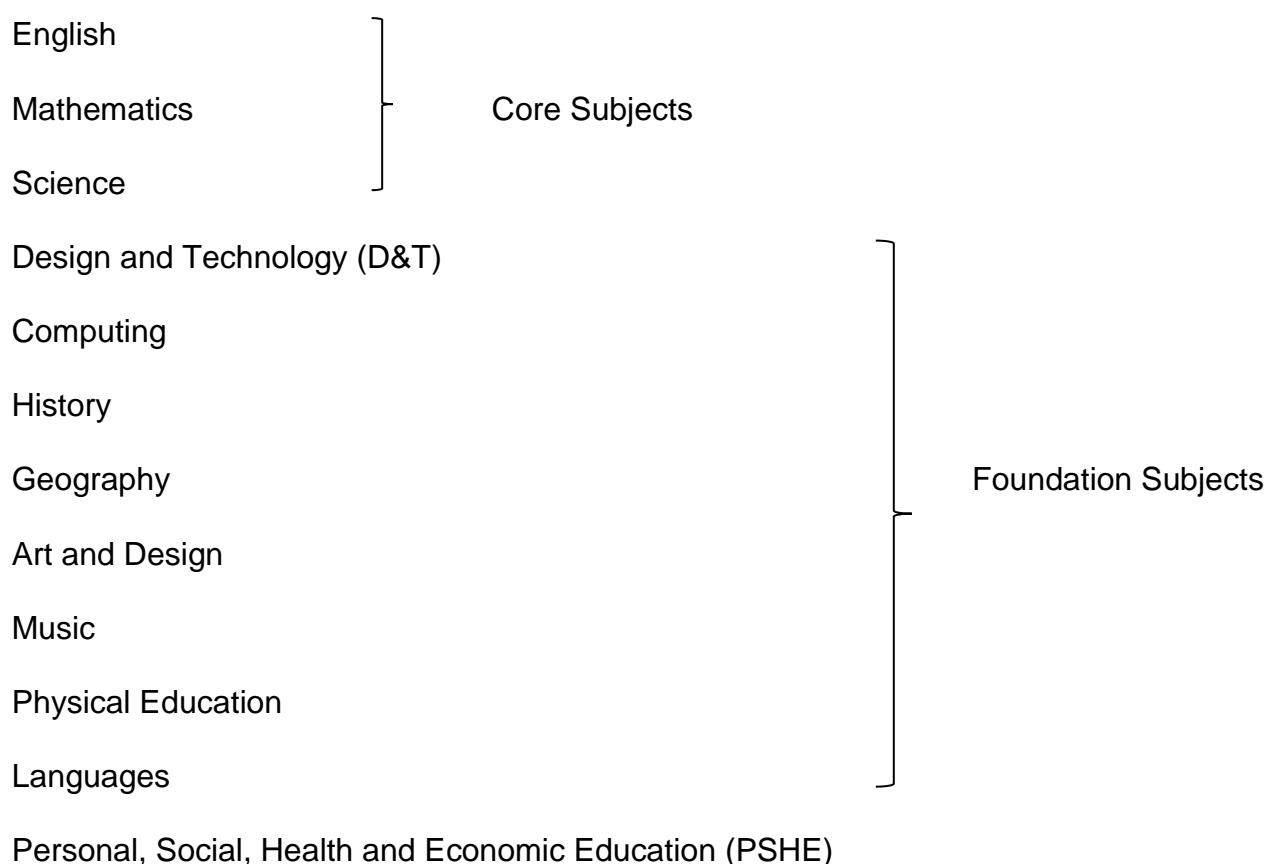
- communication

- application of learning
- computing
- working with others
- improving own learning and performance
- problem-solving
- independent thinking

In our curriculum planning we highlight the importance of these skills so that children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills.

## 5. Organisation and planning

### 5.1 National Curriculum Subjects are:



Religious Education is a required subject but is not part of the National Curriculum. We follow the Local Authority Agreed Syllabus.

Whilst it is not a requirement to teach Sex and Relationships Education or Citizenship until KS3, we believe that it is important to introduce this in primary education and therefore elements of these subjects are taught within our PSHE curriculum.

### Early Years Foundation Stage Areas of Learning are:



Personal, Social and Emotional Development

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design



Specific Areas

**5.2** We plan our curriculum in three phases (long-term, medium-term and short-term). Our Early Year Curriculum has been developed by staff and for Key Stages 1 and 2 we use the Cornerstones Curriculum. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

**5.3** Medium-term plans in Key Stages 1 and 2 are taken directly from the Cornerstones materials which give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Literacy and Numeracy are generally taken directly from the National Curriculum but link to topic work as often as possible.

**5.4** Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Our agreed planning format is appended to this document. All planning is stored in the shared area of the Drive in order that subject leaders and support staff have access to what is planned.

**5.5** In the Early Years Foundation Stage we adopt an interdisciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas. Some topics have a greater emphasis on a particular subject however over the course of a school year, we ensure that all subjects have a balanced and coherent delivery.

**5.6** We try to plan exciting topics, including school visits to a variety of different places to enhance the curriculum. We organise themed weeks and special events to bring the curriculum alive.

**5.7** Assessment – teachers assess pupils learning and progress regularly. Data is collated on a termly basis using Cornerstones assessment. Parents receive progress reports in the Autumn and Spring terms and a more detailed report in the summer term.

## **6. Children with special needs**

**6.1** The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We differentiate the curriculum carefully and we will adapt it to meet the needs of individual children when appropriate.

**6.2** If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies

**6.3** The school provides a Support Plan for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## **7. Gifted and Talented**

**7.1** We identify children whose abilities are outside the usual range in either a particular area or more generally. We keep a register of the identified children and when planning, teachers consider the use a range of strategies and opportunities to meet the needs of these children. Pupils who are identified as being GAT are provided with a Support Plan to ensure that their needs are being met.

## **8. The Early Years Foundation Stage**

**7.1** The curriculum that we teach in the nursery and reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

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

**7.3** During the children's first term in the nursery and reception classes, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress termly and at the end of the year.

**7.4** We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links 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.

## **8. The role of the subject leader**

**8.1** The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

**8.2** 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 their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

## **9. Monitoring and review**

**9.1** Our governors are responsible for monitoring the way the school curriculum is implemented.

**9.2** The head teacher is responsible for the day to day organisation of the curriculum. The head teacher and senior leaders monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

**9.3.** Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, the standard of teaching and learning, and ensure that appropriate teaching strategies are used. Regular opportunities are planned for subject leaders to observe lessons, look at pupils' books and talk to pupils about their learning. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

**9.4** Each subject is allocated a sufficient amount of time to enable teachers to teach the objectives. See Appendix 1 – Taught time.

## **10. Home/School Partnership**

**10.1** Teachers set home learning weekly for all pupils to support learning in literacy and numeracy. Topic home learning is set in the form of a project of the child's choosing. Parents will be expected to support their child with their home learning. They will be encouraged to value all home learning tasks by supporting, encouraging and praising their completed work.

## **11. Equal Opportunities**

**11.1** All pupils will have access to the full curriculum irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief. Individual different opinions and ideas will be respected and valued.

## **Appendix 1**

### **Taught Time**

There are no statutory time allocations for national curriculum subjects. It is up to each school to determine the amount of time needed for its children to cover the programmes of study successfully in all subjects. The challenge for each school is to decide how to give enough teaching time to the core subjects, while at the same time ensuring that children study a broad and balanced curriculum, in sufficient depth and to the expected standard exclusive of registration, collective worship, breaks and lunch.

### **Notes on the starting points for key stages 1 and 2**

The starting points are based on the programmes of study for each national curriculum subject:

- English - Schools will need to allocate time for reading, writing, spelling, SPaG, speaking and listening.

- Maths – Schools will need to allocate time for mental maths and general numeracy lessons.
- Intervention programmes for literacy and mathematics may result in individual children, or groups of children, being allocated additional time in these subjects. Nonetheless, it is important that these children receive a broad and balanced curriculum.
- Computing – There is an expectation that there will also be significant opportunities for children to apply and develop their ICT capability in other subjects where there is a requirement to do so.
- PE - reflect the Government’s commitment in the education White Paper: *Schools achieving success*, 2001, to ‘an entitlement of two hours of high quality PE and sport each week in and out of school for all children’.
- RE - are based on DFE circular 1/94, *Religious Education and Collective Worship*, which states that 36 hours a year will be devoted to religious education in key stage 1 and 45 hours a year in key stage 2.

The following tables show how taught time might be allocated across any one year of a key stage. However, not all year groups will have the same time allocations. They may change from year to year. In addition, the balance of time allocations for individuals or groups of children who receive additional support in literacy and mathematics may be different to those of the majority of children in a year group.

Our school day starts at 9am and finishes at 3.30pm, a total of 6 hours 30 minutes (390 minutes). We have 45 minutes for lunchtime and two 20 minute break times. Assemblies are held each day and last for 15 minutes. Registration times are 10 minutes. The average time for registration, assemblies, break and lunchtimes totals 2 hours each day (120 minutes). The total teaching time available across our school day is therefore 4 hours 30 minutes (270 minutes). Across the week this is a total teaching time of **22 hours 30 minutes** (1350 minutes).

<b>English</b>	6 hours 40 minutes
<b>Maths</b>	5 hours
<b>Science</b>	2 hours
<b>Computing</b>	1 hour
<b>DT*</b>	1 hour
<b>PE</b>	2 hours
<b>History*</b>	1 hour
<b>Geography*</b>	1 hour
<b>Art*</b>	1 hour
<b>Music</b>	1 hour
<b>PSHE</b>	30 minutes
<b>MFL</b>	30 minutes
<b>RE</b>	1 hour
<b>TOTAL PER WEEK</b>	<b>23 hours 40 minutes (1420 minutes)</b>

\*History and Geography, Art and DT are taught in alternative half terms. This reduces the total time per week needed to teach all subjects to **21 hours 40 mins**.

**At Layfield Primary School**

	<b>KS1</b>	<b>KS2</b>
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<b>Registration</b>	9.00- 9.10		9.00- 9.10	
<b>Session 1</b>	9.10-10.10	1h 10m	9.10-10.10	1h 10m
<b>Assembly</b>	10.10-10.25		10.10-10.25	
<b>Break</b>	10.25-10.45		10.25-10.45	
<b>Session 2</b>	10.45-11.45	1h	10.45-12.00	1h 15m
<b>Lunch</b>	11.45-12.30		12.00-12.45	
<b>Registration</b>	12.30-12.40		12.45-12.55	
<b>Session 3</b>	12.40-2.00	1h 20m	12.55-2.00	1h 05m
<b>Break</b>	2.00-2.20		2.00-2.20	
<b>Session 4</b>	2.20-3.30	1h 10m	2.20-3.30	1h 10m
<b>Total per day</b>		4h 40m		4h 40m
<b>Total per week</b>		<b>23h 20m</b>		<b>23h 20m</b>

A typical timetable at KS1 may look like this:

9 . 0 0 - 9 . 1 0	9.10-10.10	1 . 1 0 - 1 . 2 5	1 . 2 5	10.45-11.45	1 . 4 5 - 1 2 . 3 0	1 2 . 3 0 - 1 2 . 4 0	12.40-2.00	2 . 0 0 - 2 . 2 0	2.20-3.30
<b>R</b> <b>e</b>	<b>Session1</b>	<b>A</b> <b>S</b>	<b>B</b> <b>r</b>	<b>Session 2</b>	<b>L</b> <b>u</b>	<b>R</b> <b>e</b>	<b>Session 3</b>	<b>B</b> <b>r</b>	<b>Session 4</b>

<b>M</b>	g i s t r a t i o n	Literacy	s e m b l y	e a k	Numeracy	n c h	g i s t r a t i o n	Guided R e a d i n g	Science	e a k	Science
<b>T</b>									Computing		History / Geography
<b>W</b>									Art / DT		PE
<b>Th</b>									PE		RE
<b>F</b>									French / PSHE		Music
	10 mins	1 hour	15 mins	20 mins	1 hour	45 mins	10 mins	20 mins	1 hour	20 mins	1 hour 10 mins

A typical timetable at KS2 may look like this:

9 . 0 0 - 9 . 1 0	9.10-10.10	1 0 . 1 0 - 1 0 . 2	1 0 . 2 5 - 1 0 . 4	10.45-12.00	1 2 . 0 0 - 1 2 . 4	1 2 . 4 5 - 1 2 . 5	12.55-2.00	2 . 0 0 - 2 . 2 0	2.20-3.30
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			5	5			5	5											
	R e g i s t r a t i o n	Session1	A s s e m b l y	B r e a k	Session 2		L u n c h	R e g i s t r a t i o n	Session 3	B r e a k	Session 4								
<b>M</b>		L i t e r a c y			S c i e n c e	G u i d e d  R e a d i n g			N u m e r a c y		C o m p u t i n g	A r t / D T	P E	F r e n c h / P S H E	S c i e n c e	H i s t o r y / G e o g r a p h y	P E		
<b>T</b>																		P E	M u s i c
<b>W</b>																			
<b>Th</b>																			
<b>F</b>																			
	10 mins	1 hour	15 mins	20 mins	15 mins	1 hour	45 mins	10 mins	1 hour 5 mins	20 mins	1 hour								