



# Layfield Primary School

## Curriculum Policy

January 2020

**Review date:** January 2021

## 1. Introduction

1. The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. Our curriculum includes the 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 co-operate with others while developing knowledge and skills, so that they achieve their true potential.

## 2. Intent

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.

At Layfield we aim to provide a coherent and progressive curriculum which prepares children for life and enables them to achieve excellence.

We want all of our pupils to **L**ove learning and **a**chieve their full potential. We create opportunities for children to develop curiosit**y**, have **f**un and be **i**nspired. We provide memorable **e**xperiences, grounded in context, so that children learn **l**ife skills and **d**evelop as individuals.

## 3. Inclusion

3.1 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.

## 4. British Values

4.1 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.

## 5. Rights of the Child

5.1 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.

## **6. The National Curriculum**

6.1 We follow the National Curriculum to ensure that:

- 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 co-operation 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.

## **7. Aims**

7.1 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 co-operatively with others.

7.2 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.

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

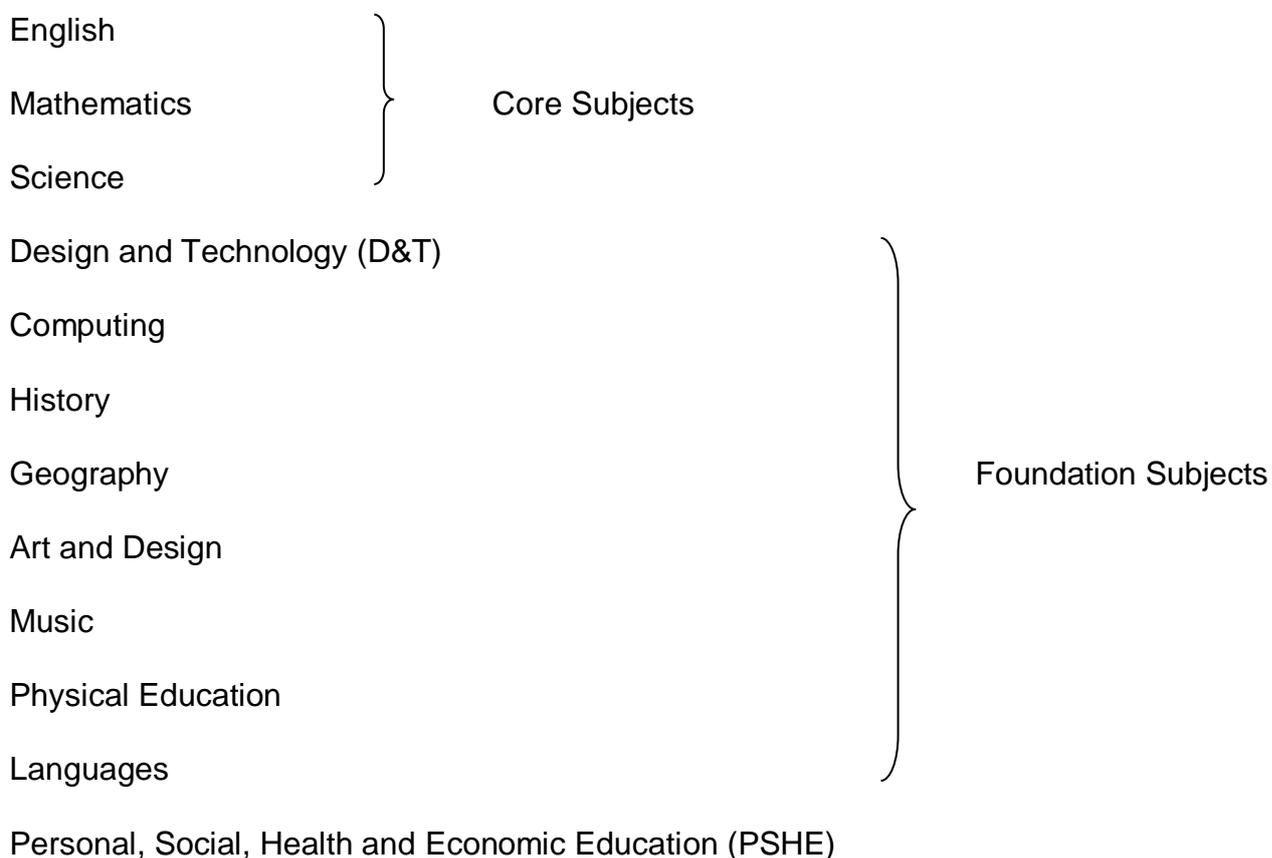
## 8. Key Skills

8.1 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

## 9. Organisation and planning

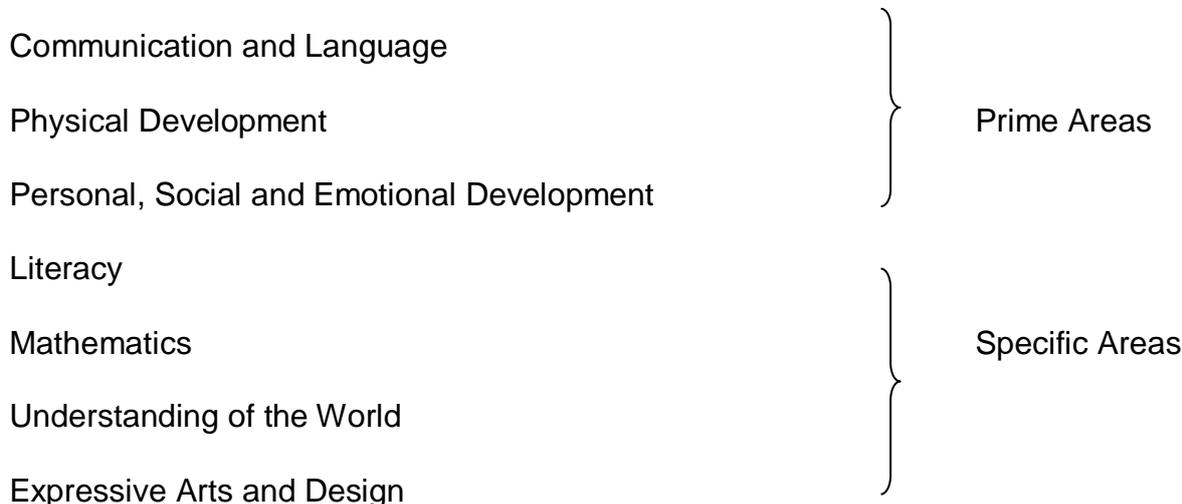
9.1 National Curriculum Subjects are:



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 Relationships and Sex 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:



9.2 We plan our curriculum in three phases. 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.

9.3 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Foundation subjects are based on skills development and we make use of a range of national, commercial and school based schemes of work (including Cornerstones, Twinkl, White Rose Hub, etc.) for much of our medium-term planning in the foundation subjects. Literacy and Numeracy are generally taken directly from the National Curriculum, but are organised into blocks of work to ensure that coverage is maintained.

9.4 Short-term plans are developed on a weekly or daily basis. These are planned to respond to the needs of the children. Next steps in learning are identified by teachers, based on ongoing assessment, and plans set out learning objectives for each session, support for groups or individuals through differentiation, what resources and the activities.

9.5 In the Early Years Foundation Stage, at Key Stage 1 and Key Stage 2 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 National Curriculum and early learning goals, and there is planned progression in all curriculum areas. Some topics have a greater emphasis on a particular subject (for example, the Towers, Turrets and Tunnels – history, Street Detectives – geography), however over the course of a school year, we ensure that all subjects have a balanced and coherent delivery.

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

9.7 Assessment – teachers assess pupils learning and progress regularly. Assessment for learning techniques are used on an ongoing basis. Formal assessments for reading, SPAG and maths are completed each term from Y1 -6 using Cornerstones tests. Data is collated on

electronic tracking sheets which are then analysed and used to inform further support and next steps in learning.

## **10. Children with special needs**

10.1 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.

10.2 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 apply for additional funding to ensure that appropriate support is provided, and we involve the appropriate external agencies as necessary.

10.3 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.

## **11. More Able Pupils**

11.1 We identify children whose abilities are outside the usual range in either a particular area or more generally. Challenge is provided to ensure that progress is maintained and teachers consider the use a range of strategies and opportunities to meet the needs of these children.

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

12.1 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.

12.2 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.

12.3 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.

12.4 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.

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

13.1 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.

13.2 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 into schemes of work. 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.

#### **14. Monitoring and review**

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

14.2 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.

14.3. 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.

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

#### **15. Home/School Partnership**

15.1 Teachers set home learning weekly for all pupils to support learning in literacy and numeracy. Topic home learning is set identified for parents on the topic newsletter. Parents are expected to support their child with their home learning – Home Learning Policy. They will be encouraged to value all home learning tasks by supporting, encouraging and praising their completed work.

#### **16. Equal Opportunities**

16.1 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.

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 programs 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 programs 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 programs 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 to 'an entitlement of two hours of high quality PE and sport each week in and out of school for all children'.

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 one 15 minute break time. Assemblies are held each day and last for 15 minutes. The average time for registration, assemblies, break and lunchtimes totals 1 hour 40 mins. each day (100 minutes). The total teaching time available across our school day is therefore 4 hours 55 minutes (295 minutes). Across the week this is a total teaching time of **24 hours 35 minutes** (1475 minutes).

Timetables for KS1 and 2 are as follows:

## **Key Stage 1**

<b>Morning</b>	8.55-9.10 (15 min)	9.10-9.30 (20 min)	9.30-10.00 (30 min)	10.00-10.45 (45 min)	10.45-11.00 (15 min)	11.00-11.50 (50 min)
<b>Monday</b>	Independent Reading  Registration and Dinners	Phonics	Reading (VIPERS)	Writing and Vocab	Break	Maths
<b>Tuesday</b>						
<b>Wednesday</b>						
<b>Thursday</b>						
<b>Friday</b>						

<b>Afternoon</b>	12.35-12.45 (10 min)	12.45-1.00 (15 min)	1.00-2.00 (60 min)	2.00-2.15 (15 min) Assembly	2.15-3.15 (60 min)	3.15-3.30 (15 min)
<b>Monday</b>	Registration  Times Tables/Number bonds Fluency	Handwriting & SPAG		Class		Story
<b>Tuesday</b>				Focus		
<b>Wednesday</b>				Singing		
<b>Thursday</b>				Sharing		
<b>Friday</b>				Celebration		

## Key Stage 2

<b>Morning</b>	8.55-9.10 (15 min)	9.10-9.50 (40 min)	9.50-10.45 (55 min)	10.45-11.00 (15 min)	11.00-12.00 (60 min)
<b>Monday</b>	Independent Reading  Registration and Dinners	Reading (VIPERS)	SPAG and Writing	Break	Maths
<b>Tuesday</b>					
<b>Wednesday</b>					
<b>Thursday</b>					
<b>Friday</b>					

<b>Afternoon</b>	12.45-12.55 (10 min)	12.55-1.10 (15 min)	1.10-2.00 (50 min)	2.00-2.15 (15 min) Assembly	2.15-3.15 (60 min)	3.15-3.30 (15 min)
<b>Monday</b>	Registration  Times Tables Fluency	Handwriting & Spelling		Class		Story
<b>Tuesday</b>				Focus		
<b>Wednesday</b>				Singing		
<b>Thursday</b>				Sharing		
<b>Friday</b>				Celebration		