



Curriculum Policy

This policy was reviewed by: J Taylor

This policy was adopted by the Governing Body in January 2018

It will regularly be reviewed and updated

"For learning, smiling and remembering"

Curriculum Policy

Our curriculum has been organised and established in consultation with all teaching staff. It is continually developed through evaluation with and feedback from teaching and support staff.

This policy reflects the school values and philosophy in relation to the teaching and learning of the National Curriculum 2014. It sets out a framework within which all staff can co-operate and gives guidance on planning, teaching and assessment.

This document is intended for all teaching staff with classroom responsibilities. It is also intended for Governors, parents, inspection teams, Borough Advisory/Improvement Officers and copies are available upon request from the school office and on the schools Learning Platform.

It is the role of the Headteacher and Curriculum Leader to ensure that the policy is successfully implemented.

Vision and Values: What drives our curriculum at Avondale?

At Avondale we are passionate about teaching and learning. We are committed to providing a broad, balanced and most importantly personalised curriculum that meets the needs of all children from Reception to Year 6. Our school curriculum incorporates more than a list of curriculum subjects. At the heart of the curriculum are 3 drivers. These drivers are embedded throughout all our teaching and learning, they reflect the needs of our children and a shared commitment to equip our children with the essential skills for lifelong learning. We understand that a child's potential for learning is limitless and it is our responsibility as educators to unlock this potential. In order to do so, we

- provide a safe, secure and caring environment where engaging learning experiences encourage creative, lively and enquiring minds
- make learning fun, varied and challenging, recognising the achievements of everyone within the school community and fostering a belief in their ability to succeed
- build up children's confidence and motivation to learn through the use of a range of learning and teaching styles
- embed key skills in order to prepare children for real-life and everyday situations
- provide opportunities to apply knowledge and learning in practical ways
- provide enrichment opportunities where learning and teaching can take place beyond the classroom
- develop social skills and encourage children to become more active citizens within the school community and beyond

Curriculum Driver 1: Community and Belonging.

Our aim is that all pupils will leave Avondale Primary School as active citizens of modern Britain with a good understanding of the importance of the community at a local, national and global level. Children will learn to value each of these communities and understand their contribution to them. They will be encouraged to be good, law-abiding citizens who accept and tolerate cultural differences and who have an awareness of their responsibility to care for and protect the community, both as individuals and collectively.

As members of a community we will:

- explore people who help us
- think of ways we can be an active part of our community, helping others
- invite our community into our school to be part of our learning
- go out into our community to support others

- explore ways of completing teamwork within our community
- explore how we can learn from significant people, both now and in the past
- understand how our community works; recycling, Police, Council, Church etc

Curriculum Driver 2: Communicate to be Great.

The foundation of all communication is human language and although it is easily taken for granted, it's the most complex skill children will ever learn.

The more we talk and listen to our children the more they will understand words and their meanings; the more they will make friends and be happy. Strong language skills are vital to successful development and are key in promoting effective learning.

At Avondale our learning environment ensures all children can grow and learn the complexities of language. Our practitioners are highly trained and committed to supporting speech, language and communication skills. Throughout the school all practitioners are mindful of children's progress and any pupil who may need additional support is quickly identified and personalised programmes are implemented.

Curriculum Driver 3: Being an Effective Learner.

Our whole school approach to learning is dedicated to nurturing successful and effective learners. We develop positive attitudes in our children to help them become effective life-long learners. Both staff and pupils have a clear understanding about the characteristics that lead to effective teaching and learning. In each classroom the pupils have generated and displayed their own success criteria for being an effective learner. Time is built into the timetable to allow pupils and teachers to reflect and talk about how successful their learning has been.

An effective learner:

- can complete tasks that are meaningful for them – they understand the reason for doing them so can use and apply what they know in real life contexts
- is clear about what they are learning
- is active, involved and interested and can explore and discover things for themselves
- can talk and interact with others
- can ask questions, is challenged
- feels safe, can take risks, make mistakes and has choices
- has scaffolding to support their learning and has chances to practise and consolidate – little and often
- has their basic needs met and is happy
- is in a stimulating and ordered environment
- is given positive reinforcement and praise and has good relationships with the adults who support them

Planning, Organisation and Resources

The Creative Curriculum has been organised into integrated topics. Each topic has a key focus of a foundation subject (history and/or geography) or science and links have then been made to other curricular areas. Opportunities for speaking and listening are optimised and basic skills are delivered through this holistic approach to teaching. The use of ICT is encouraged in all topic areas as a subject in its own right in both the teaching of the topic and in the opportunities for children's independent learning.

Although links can be made with all subjects, the following subjects are taught as dedicated, discrete sessions:

Maths - Maths skills are key to developing everyday skills although links can be made to the curriculum through data handling, position, and measurement, especially in science, DT and geography.

Aspects of English - phonics, guided reading and handwriting are taught as discrete subjects as they build up basic skills.

RE and PE - in accordance with the Local Authority scheme although links with topics will be made where appropriate.

MFL and Music: links with other topics will be made where appropriate.

The programmes of study of the National Curriculum tell us the minimum requirement of what needs to be taught in Key Stages 1 and 2. The aim is that the required Knowledge, Skills and Understanding are covered as many times as possible throughout the Key Stage. Long term plans indicate themes to be taught and when. Teachers are encouraged to stimulate children's interest with a 'WOW' beginning and similarly celebrate learning and achievements at the end of the topic. The medium term plans for each topic hold the relevant learning objectives and experiences. Teaching staff are encouraged to broaden the experience of the topics for the children through off-site visits, visitors into school and shared experiences of the wider school community, e.g., involvement with parents and school links etc. Children's achievements are celebrated regularly through the school's learning platform, displays in classrooms and shared areas, structured play and interactive displays and in assemblies where children are encouraged to share their knowledge with the rest of the school.

We are continually reviewing resources in our school to be able to teach the curriculum effectively. We keep these resources in either a central store so that all members of staff can access them or specifically in classrooms. In the library we have a good supply of topic books. There is a range of educational software and recommended websites to support the children's learning which can be found on our learning platform.

Assessment, Record Keeping and Reporting

All subjects are assessed in accordance with the school's assessment policy.

Assessment will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans. Pupil progress is carefully monitored with regular feedback and involvement of pupils in the assessment of their work. Any underperformance should be addressed as soon as possible and exceptional talent noted, whilst also ensuring they have appropriate challenge and extension activities.

At the end of each term the class teacher will complete a subject assessment tracker grid for science, computing and all foundation subjects. They will highlight the objectives that have been taught that term. They will make a summative judgement for each child against the year group skills and objectives that have been covered so far. Names are recorded on a subject tracker grid highlighting which pupils are -

- Below
- On track to meet year group expectations
- Met
- Greater depth

At the end of the academic year this information is passed to the next class teacher and subject lead. Pupil attainment in all subject areas is reported to parents in the end of year report.

At the end of the term each subject leader accumulates the information for their subject area. This allows them to analyse attainment of pupils throughout school. A subject data dashboard is completed for governors.

Marking and feedback is completed in line with the school's marking policy. For foundation subjects pupils must receive feedback marking for one in three pieces of work.

Special Educational Needs

We aim to provide a broad and balanced education to all children regardless of their ability. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Our teaching looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable a child with Special Educational Needs to learn more effectively. All teachers are aware of children with IEP's and modify their teaching in order for children with IEP's to make progress. We enable pupils to have access to the full range of activities involved in accessing the curriculum. A variety of teaching styles and resources are used in order to ensure all children in the class can access curriculum lessons. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

For pupils who are working below year group expectations their progress is tracked using the P scales for foundation subjects.

Equal Opportunities

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, (including gifted pupils) ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

Inclusion

The school is committed to providing effective learning opportunities for all children. Our school aims to provide a Curriculum which meets the specific needs of individuals and groups of children. This includes the four essential principles of:-

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- using classroom assistants (where available) to support the work of individual children or groups of children.

The Role of the Curriculum Leader

The curriculum leader is J Taylor

It is the role of the curriculum leader to:-

1. lead and manage the review and development of curriculum provision across the whole school

2. monitor curriculum provision for agreed coverage and quality of provision
3. to be responsible for the coaching, mentoring or training of subject leaders in their responsibilities relating to monitoring, evaluation and subject development

This role is defined in detail in the curriculum leader job description and is linked to teacher appraisal.

Monitoring and Evaluation

- Monitoring of the standards of teaching and learning of the curriculum is the responsibility of SLT and curriculum leader as part of the Whole School Monitoring and Evaluation policy on a rolling programme. They will monitor the effectiveness of the curriculum throughout the school through monitoring of subject leaders, audits from staff, discussions with the children and book scrutiny.
- Key strengths from monitoring will be identified along with issues for development. The curriculum leader meets termly with each subject lead to discuss findings and feedback from individual subject areas.

Governors

The link Governor for the curriculum is Samantha Blackshaw. They have the responsibility of meeting with the curriculum lead termly. The link Governor will then provide a report to feedback to the Full Governing Body.

Parents and carers are kept informed of developments, through regular class letters, curriculum meetings, school newsletters and end of year reports.

Review

This policy document will be regularly reviewed to assess its value as a working document. Those areas that have not worked particularly well will be modified according to the experiences that have taken place. Any amendments will be presented to the Governing Body.

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