

**Kirklington & Averham**  
**Collaboration**

**Curriculum Policy**

**Reviewed**  
**Autumn term 2018**

# CURRICULUM

## Purpose

Our schools' curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the 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 while at the same time developing their knowledge and skills, in order to achieve their true potential. *See also the school's **Vision & mission statement***

We endorse high aspirations concerning the curriculum, and we seek the highest standards of attainment for all our children. We also 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.

## Who/what was consulted?

Consultation was through questionnaires to parents and dialogue with staff, which is subject to review. *The National Curriculum 2014, Chris Quigley Creative Themes for Learning and Key Skills, Chris Quigley Essentials – full spectrum curriculum.*

## Relationship to other policies

The school policy on the curriculum embraces policies and procedures for admissions, assessment, charging, collective worship, drugs, equality, health and safety, homework, nutritional standards, performance management, school visits, SEN, sex education, and teaching and learning amongst others.

## Aims and objectives

The aims of our school curriculum are:

- 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 necessary skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and adopt *British Values*;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society, within an atmosphere of *tolerance*;

- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum 2014 and the Locally Agreed Syllabus for Religious Education (Nottinghamshire);
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- 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, high self-esteem, and to live and work cooperatively with others.

### **Organisation and planning**

We plan our curriculum in three phases. We agree a long-term plan for each class and Key Stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis, but it is essentially a four-year plan. The new plan runs from 2018-2022.

Through our medium-term plans, we have clear guidance on the objectives and teaching strategies for each topic. We adhere to the National Curriculum 2014, but also use Chris Quigley Themes for Creative learning, Key Skills in National Curriculum Subjects, Key Skills in the Early Years and the Essentials Full Spectrum for much of our medium-term planning.

Medium term plans are detailed and include *Essential Learning Objectives* upon which teachers will be focussing, alongside more specific *Milestones* which identify the success criteria for meeting those objectives at each level.

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, to identify what resources and activities we are going to use in the lesson, and more particularly differentiate for smaller groups of pupils according to ability and need.

In the Foundation Stage, and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the KS1 National Curriculum and the EYFS Framework 2012, and there is planned progression in all curriculum areas.

In Key Stage 2, we usually teach the foundation subjects separately, although they are linked together wherever appropriate under an umbrella theme planned collaboratively by KS2 staff. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. The main theme is supported by art, DT, music, dance, literacy, PSHE/citizenship and, wherever possible, science.

We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow a Foundation Stage curriculum within Year 1 until Christmas. There is also some opportunity for Y2 to work in the Y3/4 group for some aspects of the curriculum, maths in particular.

## **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 in consultation with their parents.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, 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.

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 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. Other pupils are supported through provision mapping which is evaluated and redesigned each term.

## **The Foundation Stage (EYFS)**

The curriculum that we teach to reception children in the infant class meets the requirements set out in the revised EYFS Statutory Framework 2012. Our curriculum planning focuses on the Areas for Learning & Development, as set out in these documents, 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 group builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each half term in the reception class, the teacher will assess the skills development of each child, and record this in the non-statutory new 'Development Matters'. This assessment forms an important part of the future planning for each child.

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

## **The role of the subject leaders**

The role of the subject leader is to:

- provide a strategic lead and direction for the 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 collaboration gives core subject leaders non-contact time each term, 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 levels. They review the way in which 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 National Curriculum, and sees that progression is planned into schemes of work.

### **Monitoring and review**

Our governing body's strategic development committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its cycle of review and development.

There is a named governor assigned to each of the following three areas: literacy, numeracy and computing. These governors liaise with the respective subject leaders, and monitor the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

The headteacher is responsible for the day-to-day organisation of the curriculum.

The headteacher monitors the medium term plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all units of work have appropriate learning objectives.

Subject leaders monitor the way in which 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. They build up portfolios of evidence of coverage and standards.

Staff share planning through Office 365.

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

**Date established by governing body**

**Date for full implementation**

**Date for review**

## APPENDIX 1

The whole school curriculum plan is designed to guide teachers in the delivery of an appropriate curriculum content, but allow for flexibility to link subjects around themes where possible.

The chart below details the repetition of subjects across the year groups. Programmes of study are allocated to mixed age teaching groups and teachers adapt planning to suit needs as appropriate.

<b>Subject</b>	<b>KS1/Foundation</b>	<b>KS2</b>
English	Text types taught every year Skills taught in year groups	Text types taught every year Skills taught in year groups
Mathematics	All aspects annually by year group	All aspects annually by year group
Science	Two year cycle	Two year cycle
History	Two year cycle	Four year cycle
Geography	Two year cycle	Two year cycle
Computing	Two year cycle	Some aspects annual, some two year cycle
RE	Two year cycle	Two year cycle
Art	Two year cycle	Two year cycle
DT	Two year cycle	Two year cycle
Music	Two year cycle	Two year cycle
PE	Annual	Annual
PSHE/Citizenship	Two year cycle	Two year cycle
MFL	Two year cycle	Two year cycle

The long term planning is completed through the Chris Quigley online planning tool to ensure complete coverage of all statutory requirements.

## National Curriculum 2014 – time allocations

- Under usual circumstances, schools must open so that teachers can meet with pupils for 190 days in an academic year.
- Foundation Stage - There is no published guidance on minimum teaching hours for children in the Early Years Foundation Stage. However, at Kirklington Primary School the EYFS curriculum needs to support and complement the needs of KS1 pupils due to classroom arrangements.
- The Department for Education... “no longer imposes legal requirements regarding the length of the midday break, or the morning or afternoon sessions. Schools can, therefore, determine the length of each session and breaks. Every day on which a school meets is divided into two sessions with a midday break.”
- The DFE no longer makes recommendations as to teaching times per Key Stage.
- The time spent on actual teaching each week at Kirklington & Averham Primary Schools is 22 hours 30 minutes.
- The DFE also states that it is for schools to decide how much time to spend teaching each subject, taking account of the needs and particular circumstances of their pupils.
- It is not necessary to study all National Curriculum subjects every week, term or year, so we are able to concentrate on particular subjects during particular terms or in particular years.

In Kirklington & Averham Collaboration, the following approximate time allocations are offered for teachers in Key Stage 1 and 2, to be used as a general guide, taking into account the teaching time each week of 22 hours and 30 minutes and the above information:

English	Includes reading, writing, phonics and other literacy activities (some of which may be cross curricular) Minimum equivalent of one session each day	7 hours minimum
Mathematics	Equivalent to one session each day	5 hours
Science	Core subject	2 hours

ICT	Core subject	2 hours
Physical Education	Equivalent to 2 sessions per week (can include swimming in KS2)	2 hours
Non-core subjects	Flexible	1 hour

All non-core subjects are flexible, according to which topics/themes/subjects are being taught in a particular term, but are generally equivalent to 1 hour per week over the course of a year.

Time allocation for foundation subjects is for guidance only as many 'topics' are cross curricular. Computing, in particular is mostly done as a cross curricular subject – only a few units of work are taught in isolation, when they are done instead of DT.

### **Foundation Stage**

The Foundation Stage pupils work closely with the KS1 class, although their learning is often consolidated through structured play activities. Areas of Learning & Development are met through planning themes, which are linked to the KS1 curriculum and programmes of study.

### **Yearly allocation**

Out of the 39 teaching weeks per year, 1 week is allocated to staff training (INSET events) and two weeks are allocated to 'special events' leaving 36 weeks to cover the curriculum as outlined above.

Special events are usually curriculum related and may include:

Residential visits

Day trips

Religious events related to Christmas, Harvest and Easter

School productions (music/drama)

Sports events

Visits from outside providers

These all contribute to continuing excellence and enjoyment within our school.