

EYNESHAM COMMUNITY PRIMARY SCHOOL

Curriculum Policy



Date adopted: November 2017

Review date: June 2020

Aim: To provide a framework which outlines a broad range of strategies which, when consistently applied, ensures a high standard of learning and teaching across the school.

Our curriculum:

- Follows the guidelines set out in the 2014 National Curriculum.
- Uses the Chris Quigley 'Essentials' guidance to ensure that there is clear progression within and across each year group
- Is topic-based and child-centered
- Is cross-curricular
- Has a quality text at the heart of each topic
- Provides children with exciting and skills-based learning opportunities
- Uses a broad range of teaching strategies that take into account the varied and individual ways in which children learn
- Fosters engagement, motivation and creativity
- Uses the environment to enhance learning experiences and support the delivery of the curriculum
- Prepares pupils for the next steps in their educational journey and beyond
- Prepares children to make a positive contribution to modern Britain

Key elements of our curriculum:

- A WOW day to engage all children with each new topic
- Opportunities for children to have an input into their learning
- The chance to compose, make, do, build, investigate, explore, collaborate, apply numeracy skills, read and write across the curriculum
- Opportunities for the application of skills, knowledge and understanding in real-life contexts
- The chance to become performers, experts and informers
- The sharing and celebration of achievements with classmates, parents/carers and the wider school community
- Our curriculum develops children's social and emotional skills and prepares them for life in 21st century Britain through teaching them about democracy and core British Values

Planning::

- At the beginning of each school year topics and objectives are set, using the National Curriculum and Chris Quigley Essentials, to ensure that objectives are covered for all subjects across the school. SLT monitor this to ensure the curriculum is broad, balanced and progressive
- The school follows the White Rose materials to plan maths
- Teachers work in year group teams to map out topics for the year and use this to create medium term plans. Teachers have weekly planning time and year group colleagues plan together to share expertise and ensure parity across year groups
- Teachers plan activities based on the assessment of previous learning, children's prior attainment, mindful of age-related expectation and in light of previous attainment
- Each lesson has a clear learning objective and includes at least 3 levels of challenge (Chilis)

All teachers are expected to have a considered plan for every lesson.

Individual teacher plans may be within daily / weekly planning. These will include:

- Explicit learning objectives
- Differentiation
- Adult focus groups identified
- Focus children

The above principles are required but can be in any format.

When planning, teachers should also ensure that all children are writing at least once per day.

Teachers in parallel classes plan for the same objectives, but the activities may vary according to the professional opinion of the teachers involved and in light of each class' individual characteristics. The teachers should compare work output to ensure parity and consistent expectation for that year group, which will also be monitored by the senior leadership team.

Effective teaching will:

- Stimulate a thirst for lifelong learning
- Show clear differentiation
- Enable progress
- Meet the needs of all learners
- Set high expectations of all learners
- Make appropriate use of resources as an aid to teaching and learning
- Deploy support staff effectively to maximise learning
- Promote healthy living and encourage safe, positive life choices
- Celebrate achievement
- Take into account different learning styles
- Promote independent learning
- Provide feedback for children on how to improve their learning
- Use assessment effectively to plan future learning
- Promote positive behaviour
- Initiate a love of lifelong learning

Effective learning will demonstrate:

- Independence
- Self-drive and motivation
- A thirst for learning

- Group work and shared learning
- Effective self and peer assessment
- Inquisitive thinkers and risk taking
- Problem solving
- A consideration for others
- Appropriate use of technology
- Good use of time
- Progress within and across lessons
- Cross curricular learning

Presentation:

We believe that a high standard of presentation is important

- Children's work is always presented to a high standard.
- Dates, Learning Objectives (Los) and titles are always underlined neatly with a ruler, Years 2-6 (all books other than maths and English)
- Full date in all books apart from maths, yrs 2-6 (exceptions for identified children)
- Scribble or graffiti in, or on the covers of, books is never acceptable and is removed
- The learning objective and success criteria are recorded in the agreed format
- Each piece of maths work is underlined with a ruler. If the LO is carrying on the following day the short date is written, and underlined, on the top, right-hand side of the next piece of work, yrs 2-6
- Maths books have a margin drawn 2 squares in (KS2)
- If a piece of English work is carrying on over more than one day, the short date is recorded in the margin in line with the new work (KS2)
- Photographic evidence, post-it notes etc can be used as evidence of learning, as appropriate
- Printed labels are used to show child's name, subject and class
- All staff model good practice
- Class displays promote learning and/or celebrate achievement

Role of parent/carers:

We believe that parent/carers have a fundamental role to play in supporting their child's learning and attitude towards school

We work with parents/carers to ensure:

- We provide regular communication through newsletters, the school website, Parentmail
- Curriculum newsletters and topic overviews are sent termly to provide parent/carers with an overview of their coming term's learning
- Parents have an understanding of their child's attainment and progress through school reports, parent/teacher meetings and informal meetings
- Clear guidelines regarding the importance of attendance and punctuality
- Expectations of homework are clear

Curriculum Subjects:

Curriculum coverage - the table below is for guidance purposes only. Subjects may be grouped together and covered during a block of time

English (to include: handwriting, guided reading, spelling)	7 ½ hours (2x20 mins/5x30 mins/3x20 mins)
Phonics (KS1)	1 hrs 40 mins 5x20 mins
Maths (to include: Big Maths)	5 hours 5x15 mins/ 5 x 45 mins
Science	1 ½ hours
Design Technology	50 mins
Computing (to include: cross-curricular)	1 hour
History	50 mins
Geography	50 mins
Art	50 mins
Music	30 mins – 1 hour
PE	2 x 1 hour
RE/PSCHE	40 mins
Languages (KS2) <i>French songs and activities are also experienced by younger children</i>	30 – 50 mins

English:

We aim to teach our children to use language as effectively as they can in a wide variety of situations, as laid down in the Early Years Foundation Stage and the National Curriculum for English.Spoken Language

Phonics:

Phonics is taught daily to all year one children. Teachers base their teaching on the 'Letters and Sounds' phonics program enhancing this with Story Time Phonics and other tried and tested resources. The reading books and stories that children experience are linked to their phonics learning where appropriate. Teachers carry out regular assessment

Reading:

- All children from years 1 - 6 have a daily guided reading lesson. Over the course of each week all children read with an adult as part of a group and will complete a number of appropriate reading tasks related to a text
- Each topic has a related text that teachers use to aid teaching and learning, and to promote cross curricular reading
- Children have daily opportunities to read a book of their choice
- Each class has a dedicated book corner with high quality appropriate books
- Teachers incorporate reading as part of cross curricular learning where appropriate
- Children in KS1 take a reading scheme book home and have a reading record; they also take home a book of their choice. Staff and parent/carers record reading in the home school reading record
- Additional support for reading is put in place in response to need
- Teachers are required to read an appropriate class book to their class at the end of each day

Spelling:

- The school follows the 'No Nonsense' spelling programme and have x3 weekly spelling lessons
- Each week spellings are sent home for children to practise before a weekly spelling test
- Additional support is given to any children not at age related expectations

Handwriting:

- Handwriting is taught at least once per week in KS 1 & 2
- The school use the Pen Pals programme to teach handwriting
- All children write in pencil until they are awarded a pen licence by the English lead teacher

Writing:

At the beginning of each year teachers map out the fiction and non-fiction text types they will teach over the course of the year. These are matched to the topics being taught.

The teaching of punctuation and grammar form part of the daily English lesson. Additional grammar and punctuation lessons are taught discretely to meet the needs of the class. and to ensure children reach at least age related expectations.

Maths:

The school follows the White Rose materials to plan and inform maths teaching. These plans are used in conjunction with the school's calculation policy to ensure there is a consistent approach across the school. Children have access to an appropriate range of concrete resources to support their learning in maths lessons.

Pupils have daily opportunities to improve their mathematical fluency through a daily 20 minute Big Maths session. All pupils have a weekly Clic and Learn-it test and these are used to inform next steps provision for children.

Lessons are planned to meet the needs of all the learners with the differentiation of tasks to at least 3 levels of challenge. Teachers assess pupils maths learning daily in order to plan appropriate lessons the following day.

Science:

- The school aims to give children a range of practical experiences in order to develop their knowledge and understanding of the world
- Science can either be taught as a weekly lesson or can be blocked
- During Key Stage 1 and 2, science is taught through cross-curricular topics where appropriate
- Objectives are mapped out for the year to ensure that all areas of the curriculum are covered
- All children from year 1 - 6 have science books in which to record their learning
- Activities are planned to cover the relevant key skills and knowledge for each year group, with particular importance placed on children working practically so that they can make discoveries for themselves
- Work is recorded in a variety of ways including the use of drawings, graphs, tables and photographs

Religious Education:

RE is taught in line with the Oxfordshire Agreed Syllabus.

We aim to provide opportunities that enable children to:

- be aware of and respond to their own and other's life experiences and the questions these raise
- develop knowledge and understanding of the religious beliefs and practices of at least three world faiths
- evaluate the significance of religious concepts, beliefs and practices by expressing personal opinions based on appropriate evidence and argument

Children will study Christianity, Judaism and Islam. Through fostering their awareness and understanding of a range of religious beliefs, practices and values in their own society and in the wider world, the teaching of RE will provide opportunities for spiritual, moral, social and cultural development

Physical Education

We believe that PE plays a unique and vital contribution to a pupil's physical development and well-being.

Safety - When teaching PE all teachers will wear appropriate clothing and shoes for safety reasons. If student teachers are teaching PE they will be accompanied by the class teacher for safety and insurance purposes. No jewellery may be worn for PE. Earrings must not be worn. If they have to be kept in, the pupil must have them taped over. Long hair must be tied up. Laces must be done up tightly. Trainers must be worn for outside games. All PE equipment is inspected annually, checked before used, used appropriately and stored safely.

Computing

Some aspects of computing are taught through the topic-based curriculum. However, some will be taught separately. Every child in the school has an email address within the closed Eynshamapps (Googleapps for Education) community, and children are taught how to use this system from Year 3 onwards. The teacher has management of the passwords in order to ensure safe use. The school purchases ICT support which includes anti-virus and fileting software, to minimise any potential problems with eSafety. Every classroom has an Interactive Whiteboard. The school regularly updates its ICT equipment so that it is fit for purpose. Pupils are taught eSafety throughout KS1 and KS2.

Personal, Social, Health, Citizenship Education (PSHCE)

At Eynsham School we regard PSHCE as an important component of the whole curriculum. We believe that the promotion of health and social well-being is central to the life of the whole school and its relationships with the surrounding community. We teach PSHCE through a Values programme that links in with collective worship and the school council. Teachers teach many elements of this programme through Circle Time.

Languages

The school teaches the French language throughout the whole school. We believe that this is most effective through regular, short bursts of input that include registration, songs, lining up activities and discussions, as well as focused lessons (in KS2) Children have access to Duolingo to reinforce their French learning at home.

Cross-curricular topics

In order that the children experience learning in a 'real' context, the school has developed a topic-based curriculum. The linking of certain subjects ensures that the learning is interesting, engaging and meaningful. Each topic has a key focus (e.g. History) and is linked to a book/story e.g Holes by Louis Sachar.

Performing and Creative Arts

The Arts are a fundamental part of our curriculum. We define the Arts as music, drama, dance, art, poetry, creative writing and the use of media such as photography and film. Through the Arts we offer opportunities for children to explore, express and communicate in a variety of ways. The skills that are developed are applied across the whole curriculum.

Children in Years 1 to 5 benefit from specialist music teaching, including whole-class teaching of an instrument in the autumn for Year 4. We also hold weekly singing assemblies for each Key Stage, which include opportunities for children to perform creatively and develop their confidence.

During the year children have opportunities to perform in assemblies, school productions and out of school events.

Additional curriculum provision:

In addition to the broad learning opportunities children receive, the school enriches the curriculum further through:

- Forest School
- Swimming lessons in the school's open air pool
- Mindfulness lessons

ESARLY YEARS FOUNDATION STAGE

At Eynsham we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence
- Work in partnership with parents and guardians and value their contributions, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

EYFS Principles

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Effective practice in the EYFS is built on these four guiding themes. They provide a context for the requirements and describe how practitioners should support the development, learning and care of young children. This policy outlines how we meet each of the four themes.

1. A Unique Child

We recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from parents/carers and practitioners; we use appropriate levels of challenge, praise and encouragement and rewards, to encourage children to develop a positive attitude to learning.

2. Positive Relationships

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

3. Enabling Environments

We recognise that the learning environment plays a key role in supporting and extending the children's development. We view the environment as an "extra teacher", as resources and areas of learning are set out in such a way which encourages children to make independent and considered choices during their play. Children learn and develop well in enabling environments because they respond to their individual need.

4. Learning and Development

We recognise that children develop and learn in different ways and at different rates. We aim to cater for all children by providing an inclusive setting.

Teaching and Learning

The Areas of Learning

Individual children's progress will be at different rates and levels of achievement will vary. All children will follow a balanced curriculum that enables them to make progress towards the Learning Outcomes which are now divided into two areas.

Prime Areas

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. Prime areas are fundamental to development in all other areas.

Specific Areas

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. Specific areas include essential skills and knowledge for children to participate successfully in society. These are divided up further into 17 learning Areas:

Prime Areas	
Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
Physical Development	Moving and handling Health and self-care
Communication and Language	Listening and attention Understanding Speaking
Specific Areas	
Literacy	Reading Writing
Mathematics	Numbers Shape, space and measure
Understanding the World	People and communities The world Technology
Expressive Arts and Design	Exploring and using media and materials Being imaginative

Characteristics of Effective Learning

We recognise that children learn effectively when they are able to play, explore and think creatively and critically. This belief underpins the teaching and learning experiences provided at Eynsham. The Characteristics of Effective Learning are:

<p>Playing and Exploring Engagement Finding out, exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active Learning Motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking Critically Thinking Having their own ideas Making links Choosing ways to do things</p>

Play

We recognise the importance of children's play. It is an essential part of their learning process, supporting them in all areas of development. Play is a powerful motivator, encouraging children to be creative and develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for the children to learn a variety of different skills and concepts. We organise the day to provide a balance between the following:

Child initiated activities – children make choices from within the learning environment

Adult initiated activities – practitioners provide the resources to stimulate and consolidate learning

Adult Led activities – children engage in planned activities to meet specific learning outcomes

We recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustainable periods. Therefore, we believe that Early Years education should be as practical as possible and we have an ethos of learning through play.

The Learning Environment

We strive to provide an environment which is:

- Welcoming, stimulating and safe
- Appropriate for young children's physical needs
- Inclusive of indoor and outdoor learning environments
- Organised with resources so that children can be make choices and be independent learners
- Using displays to reinforce the value of children's work and celebrate achievements
- Good quality with a variety of play experiences
- Reflective of all areas of the curriculum using designated areas
- Having designated areas that provide opportunities to promote good listening, sitting, speaking, turn taking and learning behaviours

Observation, Assessment and Planning

On-going formative assessment is at the heart of Early Years practice. We follow an observation, assessment and planning cycle, all staff who work in the Foundation Stage are involved in this process:

Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and other adults as appropriate. These observations are used to inform assessments. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment judgements are recorded on Target Tracker four times a year. A baseline assessment is carried out on entry into the reception year.

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. Parents and guardians are given the opportunities to meet with the Foundation Stage Team and an end of year written report in relation to the children's progress, achievements and next steps.

Partnerships

We value the importance of working in partnerships with:

Parents – We recognise the importance of establishing positive relationships with parents and recognise their role as the child's primary educator. We encourage regular sharing of information about the children with parents. We encourage

parents to share their knowledge of their child, providing further insight into the child as an individual (e.g. wow slips, interests, experiences, likes, dislikes).

Other professionals – we engage with a variety of other professionals as appropriate.

Eynsham Partnership Academy Schools – meet regularly to share good practice and take part in moderation activities.

Equal Opportunities

All practitioners at Eynsham have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development.

Monitoring and Review

There is a named governor for EYFS who will discuss practice with practitioners. The Headteacher will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Additional related documents:

- Calculation policy
- Marking and feedback policy
- Homework policy
- The Foundations of good practice
- Assessment policy

Adopted:

Signed (Chair of Governors): Paul Wilding

Date: November 2017

Signed (Headteacher): Ian Moore

Date: November 2017