



CURRICULUM POLICY for FINEDON SCHOOLS

This curriculum statement has been developed in the context of the overall aims of the Irthlingborough and Finedon Learning Trust. It is set within a framework that expects and seeks to attain the highest possible achievement from our pupils, regardless of their race, sex, disability or background, through the promotion of shared values which we endeavour to uphold and live by.

Our curriculum is designed to provide children with broad and balanced learning experiences. It promotes mental, physical, spiritual, moral, social and cultural development as well as preparing pupils for the opportunities, responsibilities and experiences of the next phase of their education. The curriculum taught in our schools is drawn from the expectations within the National Curriculum 2014. Our curriculum is designed to meet the needs of the children within the context of the school's unique community. Children are offered a very wide range experiences to extend their understanding of themselves and the world in which they live. We believed that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

OUR AIMS

- That children enjoy learning
- That children develop a mastery of the skills within each subject and apply them across the curriculum
- That children challenge themselves and engage themselves within deeper learning
- That all children are provided with unforgettable learning experiences that lead to consistently good levels of achievement
- That all staff are "lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.
- That all pupils from the earliest opportunity, are encouraged to think creatively, develop independence, self-discipline, responsibility and the ability to build resilience through a growth mindset culture
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.

EYFS

In foundation stage, we follow the Early Years Foundation Stage Statutory Framework. This framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum, in order for children to meet the seventeen early learning goals. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics

- Understanding the World
- Expressive Arts and Design

We have an enquiry based approach to learning, encouraging children to be active, inquisitive and creative and to think critically. We ensure that all pupils enjoy their learning through topic choices to reflect their interests and place high importance on learning outdoors and a balance of play based free flow learning and structured and directed learning. Assessment is used carefully to provide activities to meet the needs of all learners in order for them to make good progress and show readiness for learning in Key Stage One.

We place high emphasis on developing independent learning skills and excellent behaviour so that children cooperate and share with each other, make friends, respect each other's differences and build their understanding and respect for different families, people and communities beyond their immediate experience.

KEY STAGE ONE AND TWO

Across Key Stage 1 and 2, we recognise four subject areas as core and nine as foundational to each pupil's learning entitlement. The core subjects are **English, Mathematics, Science and Computing**. Every child's development in these areas is of paramount importance, laying the foundations for future educational success. Foundation subject areas include: Art and Design; Design and Technology; Modern Foreign Language; Geography; History; Music; Physical Education; Religious Education and Personal, Social and Health Education.

Our schools plan using a 'connected curriculum' approach where subject objectives are linked and taught together in a themed way. There are six topics per year and each topic starts with a 'Wow Day' to hook the children into the learning, has a 'Marvellous Middle' and a 'Fantastic Finish' where learnt skills are applied. As we have mixed age classes in Years 1 to 6, the topics are taught on a two year rolling cycle. Educational visits are planned to enhance and support the learning where appropriate. We also focus on aspects of subjects in a discrete approach, where they don't naturally fit into the topic.

English

English is an integral part of every area of the curriculum as well as being a subject in its own right. We ensure that every child has opportunities to learn and apply the skills they need to read and write effectively across the curriculum. English lessons develop children's spoken language, reading, writing and vocabulary. Specific lessons focus on: Phonics; Spelling; Handwriting; Grammar and Punctuation; and Reading.

Phonics lessons follow the Letters and Sounds phonics programme and helps the development of reading by segmenting and blending sounds. The teaching of reading is supported by a wide range of high quality school and home reading books from reading schemes and a variety of 'real books'. Guided reading is taught daily and develops children's comprehension skills in terms of retrieval, inference and language based understanding. We believe that success in reading is achieved through partnership between home and school. Therefore, we ask children to read regularly at home.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

In Mathematics, we support and enable our pupils to become fluent in all areas of the subject, so that they can reason mathematically and solve problems. Number sense is at the heart of our curriculum and all lessons will aim to develop this key skill. Number facts are taught, learnt and connections are sought. We also focus on specific mathematical skills in discrete lessons each day to ensure that children develop and deepen their understanding and skills at an age appropriate level. Our schools adopt a mastery approach to teaching mathematics that supports children to reach age related expectations and provides additional challenge to enable them to deepen their understanding of mathematical processes and principles. We also recognise that mathematics is an interconnected subject and look for links to develop children's mathematical learning and ability in relevant ways through themed learning.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Science is taught as a separate lesson but will be linked to our theme where appropriate. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. The teaching of Science is organised into four separate areas:

- scientific investigation;
- life and living process;
- materials and their properties;
- physical processes.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Computing

We aim to deliver a high quality computing education that equips pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Throughout all year groups children are taught how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact adopting our school approach of Zip it, Block it, Flag it.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Art and Design

Art has a very important place in our curriculum and is weaved into our half termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to the Great Masters and a wide variety of other artists and their styles. We incorporate art into our Wow Days and have *an annual arts week*.

National Curriculum Art and Design Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Design and Technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

National Curriculum Design and Technology Programmes of Study

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

Modern Foreign Language

We teach the children French in Key Stage Two, as their modern foreign language and the skills of a French speaking Higher Level Teaching Assistant are utilised in this learning.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

Music in Key Stage One is taught by a music specialist from the Northamptonshire Music Service and in Key Stage Two by a Higher Level Teaching Assistant who is a skilled musician. In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies also provide an opportunity to practise singing. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

We have a highly successful choir who perform at key events throughout the year, such as a Rotary Club concert and Young Voices. In Key Stage Two all children in Year Three and Four have the opportunity to learn to play an instrument for a term with a specialist music teacher from the Northamptonshire Music Service. The instrument learnt varies from year to year. In addition, children may pay to receive music tuition in the violin and guitar through the music service.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Personal, Social, Health and Citizenship Education

Personal, Social, Health and Citizenship Education (PSHCE) is integrated into core and foundation subjects where possible within in all year groups. Aspects of PSHCE are also taught as a discrete subject, using a planned programme of work using the scheme 'Jigsaw' to support planning. Children acquire the knowledge, skills and understanding they need to manage their lives.

As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHCE time but we encourage a cross-curricular approach to the development of PSHCE skills and understanding. Circle time is used to listen to others and to be heard and pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Physical Education

Children participate in two one hour P.E. lessons a week – one outdoor games lesson and one indoor lesson which for part of the year includes dance and for the remainder of the year includes gymnastics. Swimming is taught in a ten week block at the Junior School in Year Three and in Year Five.

National Curriculum Physical Education Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Our schools value the role of outdoor education and promotes this through the imaginative use of their grounds and the local area and through day trips and residential learning experiences in Key Stage Two.

Topic

We use topics to deliver humanities subject skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in topic teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. Our topics often have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures.

National Curriculum Geography and History Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

In teaching **Religious Education**, the Infant School follows the guidelines of the locally agreed syllabus. As a Church School, the Junior School follows the Diocese of Peterborough Agreed Syllabus for R.E. R.E. is taught as a separate subject.

An Assembly (Collective Act of Worship at the Junior School) is held in school each day.

Extra-Curricular Learning

We offer a range of extra-curricular provision aiming to inspire children to broaden their interests, skills and knowledge. Extra-curricular activities for children of all ages take place before or after school hours or during lunchtime breaks.

Additional provision for disadvantaged children is targeted through the extra-curricular activities on offer. Participation is encouraged through the use of Pupil Premium funding to reduce costs to families.

Trust Wide Learning Experiences

Within the Strategic Plan of the Trust we pledge to provide the following Core Offer for children in our schools:

- All children will make at least good progress in line with their abilities.
- All children have the opportunity to take part in competitive and non-competitive sport.
- All children have the opportunity to take part in a public performance within an aspect of the arts.
- All children have the opportunity to engage in outdoor learning.
- All children have the opportunity to engage in active scientific enquiry.
- All children will be engaged in an exciting curriculum that is matched to national expectation, and takes into account their interests and abilities.
- Excellent provision for the wellbeing of children through the development of an education psychology provision.
- Opportunities for children to express their thoughts and views through a school council and regular meetings with leaders.
- We will work creatively to raise aspirations for all children.
- We will develop a values based curriculum that incorporates specific learning behaviours for their children.

This Policy was agreed by the Governing Body on 8th November 2017 and will be reviewed annually.