



Roskear Primary and Nursery School

Curriculum and Planning Policy

Date agreed by governors	January 2017
Review due	Spring 2020

The Curriculum at Roskear Primary and Nursery School encompasses all core and foundation subjects and enables us to provide a high standard of teaching and learning.

We aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach. We have devised our own curriculum drawing upon units from IPC, Inspire curriculum and individual teacher expertise, enabling us to deliver broad and balanced education that will equip our children with the skills required to be independent learners and responsible citizens. We also use Talk for writing strategies and the Read Write Inc programme as a basis for our English teaching (see English policy).

Our curriculum aims to develop caring and responsible citizens who:

- ❖ use, apply and reinforce the essential learning skills in English, maths, science and computing
- ❖ are aware of British values: democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- ❖ are secure in their values and beliefs
- ❖ respect others
- ❖ can reflect on their views and express an opinion
- ❖ can challenge others opinions courteously
- ❖ have an awareness of their place within the International community
- ❖ have a sense of worth, purpose and personal identity
- ❖ make informed choices
- ❖ can handle conflict
- ❖ have enquiring minds
- ❖ can communicate well
- ❖ are able to learn independently and with others
- ❖ are creative and resourceful
- ❖ develop problem solving skills
- ❖ use, apply and transfer basic skills across learning
- ❖ can relate to others and form good relationships
- ❖ know how to sustain and improve the environment and take into account the needs of present and future generations when making choices.

We aim to deliver this through:

- ❖ Developing a sense of community and belonging
- ❖ Contributing to our local community.
- ❖ Making links with schools nationally and internationally
- ❖ Equipping children with skills for life, through practical work and developing basic skills
- ❖ Encouraging an attitude of high aspirations for their future
- ❖ Making learning meaningful, by putting it into context.
- ❖ Listening to pupil voice and involving pupils in planning and decision making.
- ❖ Involving parents in drop-in sessions, topic entry and exit points, and supporting home learning
- ❖ Bringing learning to life through visits, visitors and enrichment opportunities.
- ❖ Ensuring progression by building on what children already know through the use of assessment for learning techniques
- ❖ Working with members of the local and international community.
- ❖ Promoting respect for diversity through displays
- ❖ Ensure a full coverage of all the foundation subjects are covered according to the National Curriculum.

Planning

The Early Years Foundation Stage goals and National Curriculum objectives are incorporated into our planning.

An overview of the topics covered within Years Reception-Year 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school.

Each topic starts with a 'Knowledge Harvest' to assess pupils existing knowledge and inform planning for the theme. The children play a vital role in this early stage of assessment - shaping the forthcoming 6 half term of learning.

Highly engaging and motivating topic 'entry' and 'exit' points are employed to be a focal point at the beginning and end of an area of study.

There are three parts to our planning:

Long term planning; this is an overview of the topics covered in each year group.

Medium Term Planning: these show specific objectives to be taught and planned outcomes within each area of the curriculum and the links between them.

Weekly Planning: These break down the objectives into weekly achievable targets and activities for English, maths and all core and foundation subjects. Read write inc lessons follow the programme structure and plans.

Pupils are part of the planning process at the beginning of topics during the knowledge harvest.

Monitoring and Evaluation and assessment

The curriculum coordinator monitors the progression, continuity and effectiveness of the curriculum together with the curriculum team and governing body. Certain staff hold leadership responsibility for subject areas and work with the curriculum coordinator to focus development. In turn this contributes to the curriculum aspects of the School Improvement Plan.

Pupils are assessed at the start and end of every topic through knowledge harvests. Progress is measured using teacher assessment against the learning intentions with evidence provided in the pupils' books and notes made on the teachers planning. Assessment for learning forms a large part of our daily teaching and we use this to inform next steps whilst working through a topic.

Self Review Process and Assessment for learning

Children's progress in English, reading and Maths is tracked and assessed regularly using teacher assessments alongside some more formative assessment devices e.g Star Reading AR tests; Abacus maths tests and Distance Writes as well as RWI assessments (see assessment policy for a more detailed explanation). Read Write Inc, Abacus maths testing and Star Reader tests. Science is assessed using KPI's at the end of each topic to ensure full coverage of the curriculum as well as ensuing accurate progression is made. Where teachers identify any gaps in science, standalone lessons and top up sessions are provided to ensure these gaps are filled. Our assessment programme plays a crucial role in helping us help children learn and achieve as high an attainment level as possible.

Related Policies

- Inclusion (SEN)
- Foundation stage
- EAL
- English
- Maths
- Assessment
- RE
- SRE
- PE

Policy Monitoring, Evaluation and Review

This policy will be monitored by the school's curriculum coordinator and senior leadership team; the Governors Standards committee will evaluate the policy. It will be reviewed every 3 years or sooner if necessary.