

ALBURGH WITH DENTON PRIMARY SCHOOL

CURRICULUM POLICY



Adopted by the Governing Body: December 2020

Due for review: Autumn Term 2023

1 Introduction

At Alburgh with Denton Primary School we aim to provide a broad and balanced school curriculum that covers the National Curriculum in full, but which also allows us to teach subjects that are not part of the National Curriculum, as well as opportunities to learn about important local and national topics.

Our curriculum has been designed to be stimulating, relevant and inspiring, with a clear focus on academic rigour. We believe this can be achieved through a strong commitment to the skills of reading, writing and maths, combined with an appreciation and understanding of science, humanities, the arts, technology and sport. Our aim is to develop children who are confident, aspirational and well-rounded individuals who are able to express themselves, read, write, work confidently with numbers and have a good knowledge and understanding of the world around them.

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.

2 Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.

ALBURGH WITH DENTON PRIMARY SCHOOL

CURRICULUM POLICY



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- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 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 basic skills of literacy, numeracy, science, computing, humanities, the arts and inquiry;
- 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;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual, moral, social and cultural 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 and to live and work cooperatively with others.

4 Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each Class. 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.

However, we know that children learn best when they are interested and enthused by a subject and our curriculum is designed to be flexible enough to allow for short context based topics that can last for a week or two that are driven by children's interests or contemporary events.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic.

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, and to identify what resources and activities we are going to use in the lesson.

ALBURGH WITH DENTON PRIMARY SCHOOL

CURRICULUM POLICY



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Throughout the school, we adopt a creative, topic based approach to curriculum planning and use a two year rolling programme to cater for mixed aged classes

We plan the curriculum carefully so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals. Our curriculum maps shows clearly when the learning objectives for each subject are covered in each year group.

With the exception of the Reception class, our children are taught in mixed aged classes in Year 1/2, Year 3/4 and Year 5/6. Therefore, our curriculum is designed around a 2 year programme which ensures that all the relevant learning objectives for both year groups are met during the two years that the children will be in that particular class.

Every class has a daily Literacy and Maths lesson as well as 2 hours of PE a week. Children in Years 1 and 2 also have daily phonics teaching as do any older children if it is needed. The other curriculum subjects are generally taught through a creative, topic based approach which allows children to make secure links in their learning and to provide a more immersive learning experience. However, there are occasions when subjects are taught separately when the need arises.

We ensure that each termly topic includes the following features, all linked to the topic or theme:

- A class novel which the children read and study throughout the term
- A class visit or visitor, designed to inspire and enthuse
- Opportunities for Drama and Philosophy activities
- Opportunities for learning outside the classroom
- Local and/or topical elements

Our medium term planning also identifies which National Curriculum objectives are being covered throughout the topic. This allows us to ensure complete coverage of the National Curriculum in every subject and in every year group throughout our two year curriculum. However, we aim to be flexible, innovative and responsive in our teaching and our curriculum is constantly evolving.

5 Curriculum Subjects

The following information explains how we cover the Programmes of Study in each subject in the National Curriculum:

English

English is taught every day in the following ways:

- Spoken language involves children discussing and evaluating books, their writing and their learning. Children are encouraged to talk about their ideas and listen to others carefully as well as being given regular opportunities to

ALBURGH WITH DENTON PRIMARY SCHOOL

CURRICULUM POLICY



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- present to large and small groups. Our Drama and Philosophy lessons are designed to promote and enhance speaking and listening skills
- Reading – children read regularly every day as part of guided and group reading sessions. Each class also studies a class novel every term and there are regular Reading Clubs which allow the children an opportunity to discuss a book in greater depth. All children are encouraged to read a wide variety of texts from the school library and are required to read at home at least five times a week
- Writing – children are given regular opportunities to write a variety of different text types for different audiences and purposes. Children are encouraged to redraft, refine and develop their writing and to be adventurous with vocabulary choices. Grammar and spelling can be taught separately or within a context, with children being encouraged to apply their knowledge throughout their written work. Phonics is taught daily in Key Stage 1 and also to any older children who need support. All children learn correct letter formation and joins and are encouraged to join their handwriting as soon as it is appropriate

Mathematics

Maths is taught every day in the following ways:

- In Key Stage 1, children follow the Singapore Maths scheme which encourages a visualisation and practical approach to Maths. The scheme, 'Maths No Problem', fully covers the objectives in our National Curriculum and incorporates them into Singapore Maths activities.
- In Key Stage 2, children follow the National Curriculum programmes of study but use Singapore Maths techniques regularly in lessons

Science

Science is taught in termly topics as set out in the National Curriculum

Art and Design

Art and Design is taught as part of a class cross curricular topic or theme

Computing

Computing is taught regularly in the following ways:

- In Key stage 1 children learn simple programming and debugging techniques through the use of a Bee-Bot. They also learn how to use the school laptops confidently and competently as well as how to stay safe online.
- In Key Stage 2, more complex programming is taught through the use of the Kodu coding programme by a specialist teacher. They also learn how to use the school laptops confidently and competently as well as how to stay safe online.

ALBURGH WITH DENTON PRIMARY SCHOOL

CURRICULUM POLICY



Adopted by the Governing Body: December 2020

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Design and Technology

Design and Technology is taught as part of a class cross curricular topic or theme. However, some technical aspects of the curriculum are taught in separate units by a High School specialist.

Geography

Geography is taught as part of a class cross curricular topic or theme.

History

History in Key Stage 1 is taught in termly topics as set out in the National Curriculum. In Key Stage 2, the topics have been divided up as follows:

- Year 3/4 study: the Stone Age to the Iron Age, Anglo Saxons, Vikings and Saxons, Ancient Greece, An Ancient Civilisation – Egypt
- Year 5/6 study: the Roman Empire, Local History – focussing on the impact of World War 2 in our locality, Non-European Society – Mayans and Aztecs, British Theme – focussing on changes during the Victorian period

In addition, each class in Key Stage 2 learns the key features of British chronology from the Stone Age to 1066 as part of a 6 week unit in the Autumn term. This is designed to consolidate their understanding of chronological events and also allow a more detailed study of the periods to take place separately.

Languages

Languages is not part of the Key Stage 1 curriculum. However, simple aspects of different languages are introduced on an informal basis.

In Year 3/4 the children are introduced to basic elements of a language

In Year 5/6 the children learn French, following the 'Rigolo' scheme of work

Music

Music is taught as part of a class cross curricular topic or theme, following the 'Charanga' scheme of work.

PE

All children receive 2 hours of PE a week as well as the opportunity to participate in a weekly lunchtime sports club and a number of after school clubs. The children are taught Gymnastics, Games, Dance, Athletics and Outdoor and Adventurous Activities in both Key Stages. All children in Key Stage 2 also go swimming and continue with lessons until they can swim at least 25m.

ALBURGH WITH DENTON PRIMARY SCHOOL

CURRICULUM POLICY



Adopted by the Governing Body: December 2020

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The following information explains how we teach subjects which are not part of the National Curriculum but which form part of our school curriculum:

Religious Education

Religious Education is taught through an enquiry based approach. All year groups follow the Norfolk approved syllabus for RE

Personal, Social, Health Education and Citizenship

PSHE and Citizenship is taught through Jigsaw. Staff also have access to additional plans for RSE which have been devised by the Local Authority.

Philosophy

All our classes have Philosophy sessions where children are encouraged to listen, respond, question and debate particular issues. They also learn the valuable skills of listening to different opinions and disagreeing and challenging in a positive way.

Drama

We use drama regularly within lessons to deepen children's involvement and understanding of a particular topic. Specific drama skills and techniques are taught and then applied to a variety of contexts.

Forest School

For information on our Forest School provision, please see the Forest School page of our website

Enrichment Activities

In addition to our core curriculum provision, we aim to provide a number of additional activities which are designed to enhance and enrich our curriculum. These include:

- residential visits for our Saplings and Oaks classes
- regular class trips every term
- frequent short trips to explore our local area
- a wide variety of after school clubs
- we encourage visitors with particular skills or experiences to inspire our children
- road and fire safety for our younger children
- cycling proficiency for our older children
- regular swimming at our local High School for every child in Years 3 and 4 and catch up opportunities in Years 5/6
- whole class musical instrument lessons
- themed days and events such as World Book Day and Safer Internet Day

ALBURGH WITH DENTON PRIMARY SCHOOL

CURRICULUM POLICY



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- Cluster enrichment activities with our local Primary and High Schools
- participation in sporting fixtures and festivals for every child
- a whole school Summer production starring every child in the school
- RE days
- Week of inspirational maths

6 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 only after their parents have been consulted.

If children have special needs, our school does all it can to meet those 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. If the need is more severe, we consider the child for a statement of special needs and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Equality Act that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

7 The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised EYFS document. Our curriculum planning focuses on the Early Learning Goals 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 class 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.

For more information, please refer to our EYFS Policy.

ALBURGH WITH DENTON PRIMARY SCHOOL

CURRICULUM POLICY



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8 The role of the subject leader

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 school gives subject leaders non-contact time when needed 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. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

9 Monitoring and review

Our governing body's Standards 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.

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

The Headteacher monitors the planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons 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.

This policy is monitored by the governing body and will be reviewed every three years.