



Signed by Chair of Governors .....

Date approved by Governors .....March 2016.....

Review Date .....March 2020.....

Trowse Primary School

## **CURRICULUM POLICY**

### **Introduction**

Our aim is to fulfil the potential of each child in our care; to help make them confident individuals, responsible citizens and have high standards of achievement. For details on individual subjects, please refer to the individual subject policies.

### **A Broad Curriculum**

In its most narrow definition, our remit is to prepare our pupils thoroughly for their chosen high school. However, we believe that we are preparing children not only for their high schools, but also for the life that lies beyond them. We regard these school years as forming the base on which our pupils will build their future education. We therefore aim to give our pupils as broad and integrated an education as possible during their time with us. To this end, we place a strong emphasis on a broad and balanced curriculum, where themes and topics are studied for periods of time and enrichment opportunities are embraced.

The pupils' spiritual, moral, social and cultural development is also given strong emphasis and the school code of conduct underpins the aims and the delivery of the curriculum.

### **Aims of the curriculum**

At Trowse Primary School we undertake to:

- Provide a safe, happy place to learn
- Have high expectations of ourselves
- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Prepare pupils for the next phase of their education
- Develop confident, disciplined and enquiring learners who are able to make informed choices
- Foster a love of learning
- Foster high self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- Facilitate considerate and positive relationships between all members of the school community

- Ensure equal opportunities in relation to gender, race, special needs, and belief
- Promote valuing and respecting all cultures
- Promote a good knowledge of, and thoughtful attitude towards, the immediate and wider environment.

### **The Core of Our Curriculum**

The school has a layered approach to the curriculum. Firstly, we need to develop good learners. We call this 'The Core'. Children will spend time learning how to learn. Fostering the right learning habits and skills is of central importance to us. This element of the curriculum is detailed in the document *'Empowering Learners- a focus on learning Behaviours: The Core of our Curriculum'*.

This element of the curriculum runs through from Reception to Year 6.

Over the top of 'The Core' we then add other learning content; reading, writing, maths etc...

### **EYFS: Reception**

The Early Years Foundation Stage, which underpins the curriculum in our Reception classes, is distinct in its identity. The curriculum, by which we mean the learning and development undertaken by every child in this key Stage is planned in accordance with The Early Years Foundation Stage document. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

1.4. We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

With a comprehensive view of the level of development for each child, an appropriate and challenging curriculum can be delivered to ensure the needs of the individual can be met effectively.

On entry to Reception at our school all children will undertake a Baseline Assessment in order to ascertain stages of development, strengths and needs. Many children have followed an EYFS programme at nursery and the records made by practitioners in that setting also provide vital information on individual attainment and requirements for the coming year.

Careful and flexible planning between all the staff in contact with the children ensure a wide, varied and effective curriculum is delivered.

### **Key Stage 1: Years 1 and 2**

Key Stage 1 of the National Curriculum (July 2014) begins formally in Year 1. Class teachers are responsible for planning and teaching coverage the whole curriculum (and the Norfolk Syllabus for RE) and work together on the two classes to study the same topics on a three year rolling programme. Subjects are tied in to these topics where appropriate to make the learning as relevant and exciting as possible. Discrete subject teaching will still happen when appropriate.

### **Key Stage 2: Years 3 to 6**

The National Curriculum (July 2014) underpins our statutory duty and is taught through key stage two as well as the Norfolk Syllabus for RE. The broad curriculum continues to be delivered through a topic based approach, just as in key stage 1, but in key stage two the two classes (year 3 & 4 and year 5 & 6) study separate topics to ensure full coverage, each on their own two year rolling programme.

### **Trowse Top Twenty**

Around the 'curriculum content' layer, we then wrap a final coating we call the Trowse Top Twenty. This is a set of 20 things we think a child should do before going to high school. Full details can be found in the document 'Trowse Top Twenty'. Examples from it include: Going to a theatre, sleeping away from home, learning to ski or sail and being an entrepreneur.

### **PSHE and Citizenship**

Throughout the School PSHE and Citizenship is an integral part of the curriculum. It is not solely taught in isolation and is the responsibility of all staff who come into contact with the children. The curriculum is delivered through subject teaching, circle time, assemblies, charity/community involvement, outings, class roles and responsibilities and guest speakers. In addition, discrete lessons are provided to cover personal safety, (including e-safety), sex education and drugs education.

### **Educational Visits**

Parts of the curriculum are delivered through going out and about. From the outside learning space in reception to residential trips in Years 5 or 6, we want children to be active and have many opportunities to learn outside the four walls of the classroom. Teachers will plan for these opportunities as appropriate and may ask for contributions from parents to cover some costs.

All classes are expected to go on at least one outing each year to complement an area of the curriculum and full use is made of the local facilities, from the history of our village, to museums, art galleries, theatres, historical sites and sites of scientific interest.

### **Special Educational Needs**

Our school has an appointed SENCo (Special Educational Needs Co-ordinator). Their role is to support staff in identifying pupils' difficulties and planning teaching strategies,

to liaise with parents and outside agencies, to co-ordinate any extra help that may be required and to coordinate the work of and offer support to teaching assistants. We work closely with specialists and professional agencies to ensure that children's needs are met.

### **The role of parents**

We want parents to feel informed in the life of the school and the curriculum their child is being taught so they can support learning at home and further enthuse children, fostering an even greater love of learning. To this end there are a number of ways the school communicates with parents, formally and informally, to achieve this aim.

- Parent forums run by the Headteacher.
- Termly newsletters for class teachers about the curriculum.
- Whiteboards outside for weekly overviews.
- The child's planner can be used for any number of reasons.
- Class assemblies to come in and see what the children have learnt
- Celebration assemblies at the end of a half term.
- Other opportunities as they arise through the topics covered.

### **Assessment and reporting**

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a current level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and the Head uses it to help monitor how effective the teaching, and therefore the curriculum, is. Record-keeping and assessment procedures are defined in the Assessment Policy. Reports to parents at the end of the year give clear, accurate and useful information on their children's academic progress as well as indicating how positive their overall attitudes towards learning are.

### **Equal Opportunities**

We believe all pupils in the school should have equal opportunities and equal access to the curriculum.

### **Staff development**

Training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively. A budget is allocated every year to meet the needs of this area.

Through our layered curriculum with 'The Core' at its heart, the 'EYFS' and 'National Curriculum' and then the Trowse Top Twenty', we believe we offer a well-rounded package to foster learning and development of the whole self to achieve our overall school aims: making every child a successful learner, a confident individual and a responsible citizen.

This policy will be reviewed every four years, or sooner if key documents change.