

Stepney Primary School



A Small School With Great Expectations

Curriculum Policy

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff

1. **MISSION STATEMENT**

In accordance with the Education Reform Act 1988, and subsequent Education Acts, schools must provide the National Curriculum for all pupils.

At Stepney we aim to provide a broad and balanced curriculum, which is appropriate to the needs and abilities of all our children. We plan our teaching and learning to support the development of high standards across the curriculum and to support the enrichment of children. We believe that Every Child Matters and No Child Gets Left Behind.

It must be remembered that for all subjects to make a vital contribution to the school curriculum, they must be challenging, relevant and interesting, constantly encouraging the children to practise and develop essential skills and techniques, understanding and knowledge. They must be part of a cross-curricular and inclusive curriculum that encourages the development of the whole pupil. Pupils must be offered appropriate learning strategies in order to deepen their understanding of important concepts.

We will provide a broad and balanced curriculum:

- which is challenging and exciting;
- which will provide pupils with the opportunities to explore their thoughts, feelings and ideas, as well as learn new skills in a planned and structured framework;
- which caters for and develops the physical, emotional, social and academic abilities of all pupils;
- which encourages children to become independent and creative problem solvers, both as individuals and as part of a team;
- to foster excellence and enjoyment of experiences in order for children to maximise their learning;
- to develop imaginative thinking in children and to enable them to talk about what they like and dislike and to model their ideas;
- to explore attitudes towards the world and how we live and work within it;
- which creates an appropriate environment, within the school, in which all subjects are celebrated and promoted; in order to increase self-discipline and creativity and fulfilment;
- so that pupils believe in themselves and their abilities, aptitudes & talents and will cherish the diversity of these in other children;
- to develop personal and social skills;
- to enable pupils to communicate with others;
- so that pupils share common experiences with others;
- in which pupils respect the views and feelings of other cultures, customs and beliefs;
- to enable pupils to increase confidence and awareness of themselves and others;
- to allow pupils to interpret and explain facts according to their own beliefs, experiences and abilities.

2. PLANNING (TWO YEAR CYCLE/COVERAGE AND PROGRESSION)

2.1 Our thematic curriculum is based on the following set of principles:

- there are clearly identified cross-curricular links;
- the time-table is flexible to meet the learning needs of all of our children and leads to quality outcomes;
- guidance such as the E.C.M. agenda and the Excellence and Enjoyment aims are integrated into our long term plan;
- learning includes first-hand experiences and creativity;
- resources are relevant and of high quality;
- learning experiences build on skills and allow for application across the curriculum and beyond;
- there is a focus on the integration and adoption of ICT across the curriculum;
- learning is relevant to our school context;
- the curriculum allows for enjoyment, whilst retaining the rigour needed in order to develop basic skills (Speaking and listening, literacy, numeracy and ICT);
- learning is progressive and builds on prior learning experiences;
- the curriculum allows children to take control of their learning in order to equip them for the future.

Themes have been planned on a termly basis, with six themes running on a two year cycle. Each term the thematic work runs alongside certain 'stand alone' subjects, ie: Maths, Science, RE and PE making links where possible, between subjects and focusing on developing key skills - those skills which are transferable and progressive. Subjects, where possible, are blocked to allow for the development of key skills and to make learning coherent for the children. Staff should try to look for opportunities for pupils to apply their Literacy, Maths, Science and ICT knowledge and skills across the curriculum, whilst making it clear which objectives are being covered. New materials which are in line with the new curriculum are being purchased to support this work.

Planning follows the National Curriculum (2014) guidance. Maths and Literacy are taught across five days in Key Stage One and Key Stage Two. Daily phonics (F1 to Year 2), sentence structure and punctuation (Years 4 to 6), guided reading and focused independent reading take place outside of the Literacy lessons. Daily basic skills maths work and weekly mental Maths, times table tests and Big Maths Beat That tests also sit outside of Maths lessons.

The locally agreed syllabus for RE is taught throughout the school and French is taught in Key Stage Two as our chosen Modern Foreign Language(MFL). PSHCE is taken from both the National Curriculum guidance and the SEAL materials.

All other subjects are taken from the National Curriculum programmes of study

and are divided to ensure progression across the year groups and key stages.

Science is taught on a weekly basis to ensure that skills and understanding of concepts are developed as well as knowledge.

Specialist music and P.E. coaches have been appointed to support us with the delivery of these subjects.

2.3 Subject Coverage

Key Stage One and Two:

- Literacy and Maths - in every thematic unit (Linked where possible) – taught daily;
- Science, PSHCE and SEAL – in every thematic unit (linked where possible) – taught weekly;
- PE – in every thematic unit (linked where possible) – taught for two hours each week, plus children offered extra-curricular opportunities to participate in sports activities;
- ICT, Modern Foreign Language (MFL), History, RE, Geography, Music, Design & Technology, Art & Design – linked to thematic units.

3. STATUTORY REQUIREMENTS

3.1 National Guidance on developing a school curriculum was followed:

Within the curriculum, teachers and schools have the freedom to decide:

- how to teach – the programmes of study state in outline what is to be taught, but not how (schemes of work are an optional tool to be adopted, adapted or ignored. The National Strategies although strongly supported are not statutory and should be adapted to meet schools' particular needs);
- which aspects of a subject pupils will study in depth (aspects could be covered in an afternoon or turned into work lasting a whole term);
- how long to spend on each subject (up to schools to decide how they are going to organise their timetable);
- how to arrange learning in the school day (no requirement for subjects to be taught discretely – they can be grouped, or taught through projects);
- to use sections of previous or later programmes of study (to match pupils' learning needs).

Primary schools are very diverse, each with its own distinct identity. Schools should feel empowered to develop their own rich and varied curriculum.
(Excellence and Enjoyment)

At Stepney Primary School we follow the recognised notion that successful schools take ownership of their curriculum, shaping it and making it their own, so that children are offered excellent teaching and a rich experience that is unique to

their school, whilst still following the statutory requirements of the National Curriculum. Our aim is to take control of our curriculum, to be innovative and to maximise the learning of all our pupils.

3.2 Teaching and Learning

At Stepney our aim is to ensure all children are enthusiastically engaged in the teaching and learning process. With this in mind, staff endeavour to involve children in planning and try to draw on their interests. Lessons are delivered in a dynamic and well paced manner, with lots of interactive activities to meet the needs of audio, visual and kinaesthetic learners; in addition to plenty of high quality stimulating resources.

We believe that a quality lesson includes:

- differentiation of activities to ensure all ability groups can access the learning – this should include effective management of any additional adults;
- a clear understanding of where the lesson fits into the teaching sequence;
- a clear understanding of the lesson's objectives and success criteria;
- quality questioning that promotes the use of quality thinking skills;
- clear teacher demonstration and/or modelling to support understanding;
- high expectations from the teacher for both learning and behaviour;
- teacher intervention throughout the lesson to drive learning forward;
- evidence of pupil progress across the lesson leading to a quality learning outcome;
- opportunities for children to be independent and to use their own problem solving skills;
- a chance, where possible, to set homework at an appropriate level that consolidates learning.

3.3 Assessment, recording and reporting (Also refer to Assessment Policy)

Children are assessed on a regular basis and these assessments are used to inform planning. Assessment takes two forms: *Formative Assessment*, which is ongoing daily assessment to inform planning, teaching and learning; and *Summative Assessment*, which are teacher judgements made at the end of units or terms.

3.4 Foundation Stage

In Foundation Stage children's assessments are largely completed through observation of the child's independent activities. These assessments are collected in individual portfolios and are used to build a picture of the child's attainment across all seven areas of learning. In Reception results are entered into the Foundation Stage E-profile and are handed to the LA during the Summer term.

3.5 Key Stage One and Two

All aspects of the curriculum are evaluated against the National Curriculum Age Related Expectations and also against 'I can' statements linked with subject specific skills. We are currently developing our approach to Assessment without Levels and are trialling a variety of assessment techniques designed to meet the requirements of the new statutory guidance. Regular internal moderation takes

place to ensure that teachers are able to make secure judgements about attainment in relation to Age Related Expectations.

Assessment may take place through children's ongoing work or more formal assessment methods such as tests. At the end of Year 1 the Phonic Check test is administered. At the end of Key Stage One (Year Two) children are assessed using teacher assessment and SATs. At the end of Key Stage Two (Year Six) children are formally assessed in the SATs and also teacher assessed for writing.

3.6 Every Child Matters

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

We are trying to incorporate these 5 points throughout the curriculum (See the Every Child Matters Policy).

3.7 Recording

Children's progress and attainment is continually monitored by class teachers who may, for example, record judgements and results on planning, in children's work books and through the use of online target cards. Every term Literacy, Maths and Science results are also recorded using a tracking system (SPTO) which allows discussion between the head teacher, coordinator and class teacher about group and individual progress and attainment (Pupil Progress Meetings). Every year results are passed to and discussed with the child's next teacher to ensure continuity.

3.8 Reporting to parents

At the end of each year a report is sent to parents with information regarding the pupil's progress and attainment in all subjects. At the end of Year 1, pupils are assessed using the Phonic Check test. At the end of Key Stages 1 and 2 (Years 2 and 6) each child's National Curriculum attainment in Literacy, Maths and Science is reported to parents. The same information is also discussed at twice yearly parent days.

3.9 Access Inclusion & Interventions

Stepney Primary School believes that an educationally inclusive school is an effective school. At Stepney the achievements of all pupils are valued, recognised and celebrated. The well-being and attainment of all pupils' matters: their attitudes, learning and behaviour are constantly challenged and developed. Improving the teaching and learning for all pupils is a constant concern to all staff. Actions and strategies are put in place to ensure that all pupils make progress.

Stepney has an inclusive curriculum which:

- values all learners;
- sets suitable learning challenges for groups and individuals;

- responds to pupils' diverse learning needs;
- overcomes potential barriers to learning and assessment for individuals and groups of learners.

(The school's Access Inclusion & Interventions Policy is available for all members of staff through the School Office).

3.10 Monitoring

As part of the yearly review, results are analysed based on end of Unit assessments; these are then used to inform the setting of action plans feeding into the School Strategic Plan for each subject. Areas of development and of concern are identified as well as areas of strength.

Teaching and learning is monitored through the triangulation process of regular lesson observations (identified on the school's monitoring schedule), through work/book scrutiny and through pupil discussion. Lesson observations are generally undertaken by two people – the subject coordinator and a member of the School Leadership Team, in order to moderate judgements made and to assist in the school's self-evaluation of teaching and learning.

Monitoring findings are shared with the teacher involved and with the Head Teacher. Samples of assessments are collected regularly in order to monitor the accuracy of assessment across the school, to support individual staff members and to gain an overview of pupil progress throughout the school.

3.11 Health and Safety

At Stepney Primary school it is expected that all staff will ensure that the children are safe at all times. Teachers will ensure that planned activities and visits follow health and safety guidelines. Teaching staff should also ensure that the children are aware of Health and Safety rules and routines. All staff should ensure that any equipment being used by children is safe and adheres to Health and Safety guidelines. There is an annual Health and Safety inspection in the school in which equipment and working areas are assessed. PE, Art, Science, Maths and Design and Technology equipment are stored in locked cupboards and children are not allowed to enter these cupboards. (The school's Health and Safety Policy is available for all members of staff and can be found in the Front Reception and/or School Office).

4. PUBLIC SECTOR EQUALITY DUTY

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6th April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and

- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

5. PERSON RESPONSIBLE

Updated by Miss J Atkinson.
Summer 2016
To be reviewed Summer 2017.

Appendix (i)

Organisation of Subjects

Core Subjects

(2 coordinators and a school governor per subject)

Literacy – Jo Atkinson & Diane Baitson
Mathematics - Neil Cameron & Kate Wilde
Science – Lucy Saint & Ruth Brocklebank
ICT – Paul Browning

Foundation Subjects

Art/DT – Miss K Warcup

History/Geography – Jane Carmichael & Katy Hatfield
Modern Foreign Languages – Kate Wilde
Music – Paul Browning (with Gill Rice)
PE – Jonathon Ingram (with Diane Baitson)
PSHCE – Sally Stimpson
RE – Natalie Smart

Appendix (ii)

Resources Location Table

In addition to classroom resources these are the locations of primary and additional resources for subjects:

Subject	Location
History	Link Corridor (office side) Store
Geography	Link Corridor (office side) Store
RE	Link Corridor (office side) Store
Assessment	Link Corridor (office side) Store
Assessment	Link Corridor Units
Mathematics	Link Corridor (hall side) Store
Science	Link Corridor (hall side) Store
Design & Technology	Link Corridor (hall side) Store
PE	Hall PE Store
Art	Mezzanine Store
Stationary & Office Supplies	Mezzanine Store
Foundation Stage	Foundation Stage Store
Reading Scheme	PPA Room
Music	Library Area (1 st Floor)
ICT	ICT Room (1 st Floor)
SEN	Deputy Heads Office
EAL	SEB Room (1 st Floor)