



Eversley Primary School Curriculum Policy



Our Eversley Vision

Enjoy, Persevere, Succeed

At Eversley Primary School we want all children to enjoy school and have a love of learning. We encourage them to persevere, to have self-belief and the determination to succeed in all they do in order to be the best that they can be.

Introduction-

- At Eversley we provide a broad and balanced Creative Curriculum which provides continuity and progression and takes the needs of all groups and individuals into account. The curriculum encompasses all of the planned activities that we organise and deliver. This includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. Eversley Primary School is also a Values Based Education School and we explicitly teach our children about the 22 key values that promote good citizenship in all aspects of school and home life.

Purpose and Aims-

The aims of our curriculum are to:

- Provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences and needs into account.
- Explicitly teach the Eversley Values.
- Help learners to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Give children greater opportunities to develop their thinking and problem solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Teach learners to know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Develop the use of computing across the curriculum
- Have some knowledge of the beliefs of the major world religions

- Teach learners to know how to apply the basic principles of health, hygiene and safety
- Develop learners enquiring minds and scientific approaches to problems
- Enable the communication of knowledge and feelings through various art forms including art/craft, music, drama and by acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Develop social skills and encourage children to become more active citizens within the school community and beyond

Our curriculum will:

- Increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context
- Raise standards in both teaching and learning
- Help learners become more independent and take greater ownership of their learning, developing their confidence and motivation to learn through the use of a range of learning and teaching styles
- Give opportunity for a flexible timetabling approach to make space for true depth of study
- Establish cross-curricular links to foster a broader understanding
- Create and maintain an exciting and stimulating learning environment, including whole school 'Curriculum weeks', clubs and themed topics
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom

Effective Learning-

In order for the curriculum to lead to effective and creative teaching and learning, the approaches in school need to be founded on the following principles:

- Children know what it is they are going to learn.
- Children know what they need to do to be successful learners.
- Children are helped to be able to assess their own learning and the learning of others.
- Children receive positive feedback that helps them to identify what they need to do next.
- Children have time to reflect and review their learning.

- Children feel cared about and are happy, secure, motivated and stimulated.
- The learning environment is well organised, attractive, stimulating and positive.
- Children experience a variety of learning situations, both indoors and outdoors.
- Lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience.
- Expectations are high.
- Timetabling provides opportunities for flexibility.
- Spontaneity is encouraged.

Curriculum Planning and Organisation-

The programmes of study of the Primary National Curriculum inform us of the minimum requirement of what needs to be taught in Key Stages 1 and 2. The aim is that the required Knowledge, Skills and Understanding are covered as many times as possible throughout the Key Stage. In order to track the progression of skills each subject is arranged in levels and these are used to plan the next steps in children's learning.

Our Creative Curriculum has been organised into integrated themes and links have been made to other curricular areas within the topic and curricular focus. The use of ICT is encouraged in all topic areas and as a subject in its own right through both the teaching of the topic and in the opportunities for children's independent learning. Each class teacher is responsible for the delivery of the curriculum through this 'themed' approach which incorporates key skills.

Our long term plans indicate what themes will be taught and when and schemes of work identify the skills that need to be taught across individual subjects so that we can ensure progression across both Key Stages. The themes however, are flexible and dependent on current affairs, pupils' interests and relevant issues and events. Using a brainstorm of activities, a theme is devised and then it is considered what the best learning sequence would be. This may include how the topic will be introduced including a 'WOW' factor e.g. a visit, film or trip. The medium term plans for each topic hold the relevant learning sequences, activities and experiences. From these, weekly plans are made to show how the theme will be taught across the term and how teaching will be sequenced.

Teaching and learning strategies

Eversley have adopted a 'Mastery for all' approach to all teaching and learning. The strategies used in lessons are varied and adapted to meet the needs of groups and individuals. This may include the use of whole class teaching, agile teaching, using open ended probing questions, visual stimuli and talk partners, followed by a period of learning where children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning. We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery (further guidance can be found in the Teaching and Learning Policy).

To achieve this, open ended tasks elicit a variety and depth of response. Setting tasks of increasing difficulty and scaffolding where appropriate, practical opportunities are provided for kinaesthetic learners; using visual stimuli and artefacts to promote interest. Teaching Assistants are used to support the work of individual children or groups of children. Trips and visitors are organised to further understanding (see Out of School Visits policy).

Assessment and record keeping

Class teachers assess and record attainment and progress of all subjects (see Assessment Policy). Class teachers monitor the coverage of Knowledge, Skills and Understanding by cross referencing with planning and ensuring progression from one class to the next. Each term children are assessed according to the Skills and children who are below, at and above expectations are noted. Each term class teachers assess pupils and plot them on a whole class tracking sheet. Subject co-ordinators collect evidence; planning, assessment data, photographs, work, and children questionnaires from year groups to compile a portfolio that allows them to assess how well their subject is being delivered.

Equal opportunities and special educational needs

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this and the curriculum is designed in such a way that it will motivate and support children's learning at all levels including the Academically Able, Gifted and Talented, EAL children and children identified with a Special Educational Need (SEN).

Equality Act 2010

The way in which the curriculum is delivered is covered by the act. The school ensures that issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping; preventing bullying and raising attainment for certain group

Monitoring and evaluation

The Senior Leadership Team, Curriculum Co-ordinator and Subject Leaders are responsible for monitoring and reviewing the Curriculum. This process is reflected in the school monitoring timetable and is achieved through:

- regular formal and informal discussions with staff
- regular observations of lessons
- analysing assessment data
- regular scrutiny of children's work
- monitoring planning to ensure curriculum coverage
- collating data from staff, parent and children's questionnaires.
- speaking with the children about their learning.
- As a result of the above, the action plan will be amended in order to move the school forward.

Communication

Governors are kept informed of developments and priorities through the termly Headteachers' report and through feedback to Governors Achievement committee. Parents and carers are kept informed of developments through termly parent overviews, FRONTER (Managed Learning Environment), the school newsletter, open evenings and end of year reports.

This policy will be reviewed annually.

Date of policy- July 2017
Last review date- July 2018
Review date – July 2019