

Netherleigh and Rossefield School

Curriculum Policy

November 2016

Philosophy

Through our curriculum, the School aims to offer a framework from which all aspects of the School community develop. The School is passionately committed to:

- creating high standards of learning for all children, with access to all areas of the curriculum;
- incorporating the National Curriculum in a way which is relevant to the needs of our children;
- creating a stimulating environment in which children can learn;
- creating a caring, secure environment;
- developing a responsible attitude to the School and the wider environment; and
- encouraging children to develop as individuals and become more self-confident.

Aims

The School aims to give pupils experience in linguistic, mathematical, scientific, technological, physical, human and social, aesthetic and creative education.

Due consideration is given to the following:

- breadth
- depth
- balance
- continuity
- the needs of the individual
- differentiation
- offering children varied experiences, skills, attitudes, concepts and knowledge that they can utilise beyond School;
- the School will provide education and subject matter appropriate for the ages and abilities of all pupils, including those pupils with an EHC plan;
- the curriculum will nurture speaking, listening, literacy and numeracy skills;
- where a pupil has an EHC plan, the School will provide an education which fulfils its requirements;
- the School will provide Personal, Social, Health and Economic Education and Citizenship opportunities which reflect the Schools aims and ethos. Please see our PSHEE & C Policy for further information. Assemblies, religious education and visiting speakers all contribute to provision in this area;
- the School will provide a programme of differentiated activities and extra-curricular activities appropriate to the pupils' needs;

- the School will provide a differentiated learning environment where all pupils have the opportunity to learn and make progress;
- the School will provide adequate preparation of pupils for the opportunities, responsibilities and experience of future schooling and their adult life; and
- where a pupil speaks English as an Additional Language (EAL) the school will provide an education which fulfils its requirements.

Supervised education

At all times pupils will be taught by a teacher. In the Early Years Foundation Stage, this can include a practitioner with Qualified Teacher Status, Early Years Professional Status or Early Years Teacher Status. Children in Years 1-6 will always be taught by a teacher with Qualified Teacher Status. All EYFS classes and Lister (predominantly Year 1 children) also have support staff. The three oldest classes (Titus, Cartwright and Peel) do not use teaching assistants as the class sizes are small. However, in some circumstances, a volunteer may be available to offer support, such as listening to children read.

Areas of Experience

Linguistic

English is taught as a separate subject and is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. French is taught by a specialist in Years 2-6 on a weekly basis.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological

This area includes the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Physical

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Human and Social

This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of history and geography make the strongest contribution to this area, while PSHEE & C, assemblies and visiting speakers also contribute.

Aesthetic and creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Religious Education

Religious Education is a significant way of providing human and social education and promoting spiritual, moral and cultural development. This is taught on a weekly basis in Years 1-6. The School recently acquired a new scheme of work for teaching R. E. in Key Stages 1 and 2, published by Badger Learning.

Early Years Foundation Stage

All Nursery and Reception Classes follow the Early Years Foundation Stage. This incorporates the 7 areas of learning and development. Children in the EYFS should mostly develop the 3 prime areas. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for children's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding of the world; and
- Expressive arts and design.

These 7 areas are designed to incorporate each child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

School Aims

- To create a happy, stimulating, safe and secure environment where children will be encouraged to fulfil their potential;
- To have a whole school approach to pastoral care;
- To have high academic expectations of all pupils;
- To provide a broad and balanced curriculum to the highest standards, where pupil performance is evaluated by reference to the School aims and against national expectations;
- To ensure that all pupils and adults feel valued and supported.

- To promote the expertise and professional development of all employees.
- To promote positive images of the School.
- To encourage pupils to respect the beliefs and cultures of others, and to identify as members of the local community.

The School is committed to ensuring that teaching in all classes complies fully with Paragraph 3 of the ISI Regulatory Requirements.

Teaching at the school:

(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;

(c) involves well planned lessons and effective teaching methods, activities and management of class time;

(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

(e) demonstrates good knowledge and understanding of the subject matter being taught;

(f) utilises effectively classroom resources of a good quality, quantity and range;

(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

(j) does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Significant issues are:

- groupings of pupils;
- deployment of employees;
- management of resources;
- assessment;
- record-keeping;
- monitoring the curriculum; and
- CPD (continuing professional development of all staff).

The deployment of employees

Consideration is given to:

- how the curriculum is covered;
- teaching styles; and

- resources

Class teachers are supported in a number of ways to teach the curriculum:

- specialist teachers for certain subjects
- flexibility of timetabling;
- liaising with colleagues in adjoining year groups for support in strategies for differentiation
- use of strengths and expertise in key areas of the curriculum;
- ongoing CPD; and
- regular feedback following monitoring of lesson planning, teaching and pupil work

In all classes the class teacher fulfils most of the teaching responsibilities. All Maths and English sessions are undertaken by the class teacher.

Specialist teachers are also employed to develop and enhance the curriculum.

- A music specialist teaches Music to ages 2-11.
- A computing specialist teaches Computing to Years 1-6.
- Two separate P.E. specialists teach P. E. to ages 2-11
- A languages specialist teacher French to Years 2-6.

Management of resources

- Resources are audited and monitored as required by relevant subject leaders.
- Orders are made by subject leaders and signed off by the Headmaster

Assessment

- There is no entrance exam when starting at Netherleigh and Rossefield School.
- Continuous teacher assessment (referred to as formative assessment) is used across the school. End of topic tests are used and ongoing assessments are carried out regularly. This information is used to inform planning and teaching.
- Teachers annotate lesson plans to identify children who are insecure in their understanding of the concept(s) covered within a given lesson; to state where a given objective needs to be revisited; and to state where the level of challenge needs to be adjusted.
- Reading and spelling assessments / tests are done by Years 1-6.
- PUMA and PIRA standardised assessments in Maths and English are carried out termly in Years 1-6. This data is used for tracking purposes.
- Age appropriate Spelling, Punctuation and Grammar assessments are carried out termly in Years 1-6. This data is used for tracking purposes.
- The school now follows the 'Switched on Science' Scheme of Work, which includes half termly assessments on each different science topic covered.
- Classroom Monitor, an online assessment system, allows teacher assessments to be used formatively throughout the year.
- All staff in the EYFS have tablets which are used for ongoing formative assessment purposes. 2 Build a Profile software is used to electronically store all observations made with the tablet, and are then subsequently analysed.
- The EYFS Profile is completed for each child in Nursery and Reception, and used for tracking and transitional purposes.

Record keeping

Assessment and record keeping are closely linked. The records kept by teachers can focus on the needs of the individual child. Records can identify results from assessments to show strengths and weaknesses. Data from records is used to report to parents. Full reports are sent to parents of all children twice a year, in February and July. In addition, parents of children in Years 1-6 are given information on their child's most recent assessment results towards the end of each term.

Academic information, in the form of a reference, is passed on to other schools when children move away from the School. The records provide feedback to pupils and teachers for discussion.

Test results inform teachers of children who may be underperforming and those working well above age related expectations. It may be possible to identify gifted children as well as those with Special Educational Needs, or those who are underachieving. Records provide evidence which can be used as a basis for discussion with parents. All records and results can be used for discussions about the overall performance and achievement of the school.

A full discussion about all pupils takes place in the Autumn and Spring terms. These discussions take place in Pupil Progress Meetings. All information about each pupil, including teacher marking, test results, teacher opinions, behaviour and attendance is discussed.

From September 2016, Classroom Monitor will be established for formative assessment purposes. This will encourage teacher use of formative assessment for lesson planning and improving pupil performance. Analysis of this data allows for problems to be recognised, target groups identified and interventions put in place, all of which is intended to lead to improved attainment.

Professional development of employees and impact on the curriculum

From September 2016 the School is beginning an Annual Review process, which is intended to help develop key areas of the curriculum. Employees have certain professional needs which can be addressed by targeted INSET and training issues, all of which have a positive impact on the teaching of the curriculum.

The curriculum

Children in the EYFS are taught with regards to the EYFS Framework, as outlined earlier in this policy.

All children in Years 1-6 are taught:

- English
- Maths
- Science
- Design and Technology
- Computing
- Geography
- History
- Music
- Art
- Physical Education
- Religious Education
- PSHEE & C
- MFL (French)

Special Educational Needs

The School does not currently have any children with an EHC Plan. Their potential inclusion is addressed in the School's SEND Policy. Pupils with SEN have a School Support Plan and the School ensures that all arrangements (such as assessments or educational visits) take into account any pupil learning difficulties or disabilities.

Monitoring

The School strives to provide a broad and balanced curriculum which shows continuity and progression.

- School policies are reviewed on a regular basis. This takes place at least annually for all policies, and more frequently than this in the event of contextual changes or updates to regulatory requirements
- Children's work is monitored and informs planning and assessment.
- Lesson planning is analysed on a regular basis.
- Lesson observations are carried out by the Headmaster and subject leaders, as appropriate;
- Peer to peer observations are encouraged with cover provided as appropriate.

Analysis of Time

The number of lessons, and total time, devoted to each subject **per week** is shown in the table below.

SUBJECT	Lister (Year 1)		Titus (Year 2/3)		Cartwright (Year 3/4)		Peel (Year 5/6)	
	Number of lessons	Time (mins)	Number of lessons	Time (mins)	Number of lessons	Time (mins)	Number of lessons	Time (mins)
English	5	300	5	330	6	310	5	355
Library	2	110	1	50	1	30	1	40
Maths	5	300	5	300	6	400	5	400
Science	1	90	1	90	1	90	1	70
Geography/ History	1	90	1	90	1	90	1	70
Art / DT	2	120	1	90	1	65	1	70
Music	1	40	1	70	2	80	1	40
Computing	2	120	2	120	2	75	2	75
PSHEE & C	2	80	1	40	1	40	1	70
PE (Including Tennis and Swimming)	2	85	2	125	2	125	2	115
RE	1	60	1	60	1	60	1	60
French	n/a	n/a	1	30	1	30	1	30
TOTAL	24	1395 minutes	22	1395 minutes	25	1395 minutes	22	1395 minutes