

Curriculum Statement 2018

Introduction

Governing bodies are required to produce a curriculum statement annually. This replaces the requirement under the School Framework and Standards Act 1998 for a curriculum plan. As from September 2014 there is an expectation from the government for all mainstream primary schools to deliver the new National Curriculum. We have therefore adapted our School curriculum accordingly to ensure that we meet the current aims and statutory requirements.

We place a strong emphasis on the development of basic skills that are necessary for lifelong learning.

Four core values shape our practice. These are:

Respect: every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured; and their opinions are valued and respected by all.

Courage: children learn to be strong and independent and are willing to try new approaches and tackle new tasks with courage.

Love and Compassion: children learn a love for learning in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

Friendship and Curiosity: through positive relationships with their peers and adults children develop their social skills and learn to develop lasting friendships and understand what makes a good friend.

‘Teach children how they should live, and they will remember it all their lives. Proverbs 22:6

We care for each child as an individual to support their education, social, spiritual and moral growth.

Aims

At Marsworth CE Infant School, we aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning

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Date of next review – September 2020

- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

Organisation

The Early Years Foundation Stage Curriculum

We follow the Early Years Foundation Stage Curriculum. The learning and development requirements comprise of:

- Seven areas of learning and development and the educational programmes which set out what will be covered in each age group.
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
- The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

The seven areas of learning include: communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding of the world; expressive arts and design.

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

If parents would like to see the curriculum, programmes of study for each year group or our strategy for assessment they should contact school where the documents will be made available to them.

Key Stage One

The children in Year 1 and Year 2 follow the requirements of the National Curriculum. The national curriculum sets out the most important knowledge skills and understanding that every child has a right to learn. It is a framework given to teachers by the government, so that all school children are taught in a way that is balanced and manageable, but hard enough to challenge them. It provides standards that measure how well children are doing in each subject so that teachers can plan to help them do better.

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Although our curriculum is underpinned by the aims of the National Curriculum, there are other planned opportunities that make up the wider school curriculum. Where links can be made subjects are taught creatively in a cross curricular thematic manner using the Learning Challenges approach. Where this is not achievable, subjects are taught discretely. We place great importance on creative arts, hence music, art and drama are taught throughout school both within lessons and through extra-curricular opportunities.

We aim to make our children as articulate, literate, numerate and socially apt as possible. Therefore, we try our utmost to ensure our school curriculum is broad, balanced and challenging.

In Key Stage 1 each year group has curriculum guidelines which set out in detail the content for each subject based on the National Curriculum Subjects. The subjects include English, Mathematics, Art, Music, Design Technology, Physical Education, Computing, History and Geography and Science.

In English children are taught speaking and listening, reading and writing skills. We use a wide range of methods and materials for teaching reading including synthetic phonics and other excellent strategies.

Where children have special needs or disability we make provision for them so that they too can flourish.

We encourage children to be keen, enthusiastic, independent learners and we give them lots of opportunities to develop their inter-personal skills by working and co-operating with others. Through the curriculum we build their self-esteem and self-confidence.

Each year in school builds on the previous year. We assess progress and attainment and we regularly report to parents about how well their children are doing.

Planning

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly short term planning will focus on the teaching process.

Teachers use their own planning proforma to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, vocabulary development and resources required.

Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum. The Reception curriculum is planned on a yearly basis linking to the Prime and

Specific Areas of Learning in the EYFS and is guided by the children's interests. In KS1 our curriculum is all planned on a 2 year cycle.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

For further information about assessment, recording and reporting as well as marking and feedback please refer to the following policies:

- Marking and Feedback Policy
- Assessment, Recording and Monitoring Policy

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. For further guidance reference needs to be made to:

- 'Be Safe' (which can be located on the school office)
- The school's Health and Safety Policy
- Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive. Support and interventions are provided for children as necessary and in line with our SEND policy. For further information about SEND please refer to our SEND Policy.