

# THE FEDERATION OF NETTLESTONE & NEWCHURCH PRIMARY SCHOOLS



## CURRICULUM POLICY

Date Agreed: March 2018

Review Date: March 2020

*DMF Botell*

Signed: \_\_\_\_\_

Chairman Board of Governors  
The Federation of Nettlestone & Newchurch Primary Schools

Revision No.	Date Issued	Prepared By	Approved	Comments
1	October 2014	AJ/VH		Revision of Policy in line with changes to the National Curriculum and Federation with Nettlestone Primary School.
2	September 2015	KH/JP		Revision in line with changes to new assessment framework.
3	September 2016	KJH		Hyperlinks added to relevant documentation Appendix of curriculum content.
4	March 2018	KJH		Review of Policy

*All the governors and staff of The Federation of Nettlestone & Newchurch Primary Schools are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.*

## Curriculum Policy

### Rationale:

Across the Federation of Nettlestone and Newchurch Primary Schools, we believe that every child has an innate capacity for learning which should be nurtured, cared for, stimulated, harnessed, promoted and developed through the provision of an exciting, creative, relevant and challenging curriculum.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities and opportunities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum'; the skills and qualities that the children learn from the way they are treated and expected to behave.

Within the Federation, our curriculum is planned to ensure that every child has the opportunity to develop:

- Socially, emotionally, intellectually, physically, spiritually, morally, and culturally.
- Positive attitudes, healthy relationships and essential life and work skills.
- The ability to make informed choices, gaining experiences and developing responsibilities for their future.

### Aims:

Across the Federation we want the Curriculum to enable all pupils to become:

- Successful learners who can show age appropriate levels of independence

- Confident individuals
- Aspirational young people
- Responsible citizens

We aim to provide a curriculum for all pupils which:

- Meets current statutory legislation.
- Reflects the School's appreciation of British Values.
- Focuses upon developing pupils; attitudes and attributes, key skills, knowledge and understanding as well as promoting resilience and independence.
- Is planned, co-ordinated linked to our ethos, values and key skills to provide a rich broad learning experience.
- Is inclusive and provides equality of opportunity, promotes personalised learning reflecting pupils needs, interests, learning styles and access to a range of varied experiences, resources and organisation.
- Sets high standards, with teaching staff ensuring that they are 'teaching the right children the right stuff at the right time and in the right way'.
- Is monitored, reviewed and evaluated regularly.

### **Curriculum Organisation:**

We meet statutory legislation by:

- Using the National Curriculum to create 'I Can' statements that empower and challenge our children.
- Providing school policies and programmes of learning for Sex and Relationship Education (Christopher Winter Project), RE (Living Difference 3) and Collective Worship.
- Providing appropriate Assessment, Recording and Reporting arrangements.
- Ensuring that individual education plans identify access to appropriate resources, opportunities and learning as required for identified children.

### **Curriculum Overview:**

A useful link for parents on the National Curriculum is <https://www.gov.uk/national-curriculum>

### **EYFS**

The Early Years Foundation Stage curriculum is led by pupil interest and wherever possible and appropriate it is developed within a cross-curricular context. To utilise good practice and to help prepare the children for Year 1, some whole class or small group English and Maths teaching takes place. English and Maths opportunities are abundant in all areas of continuous provision, inside and out. We recognise that we need to work beyond the EYFS Framework to ensure our children are well prepared for Year 1 curriculum requirements.

## **Maths and English**

We follow the National Curriculum and use the HIAS curriculum statements to inform our curriculum and ensure coverage of statutory objectives. Literacy teaching is primarily through the use of an age-appropriate 'rich text' however we also support our Literacy teaching with programmes such as No Nonsense Spelling and the use of Grammar Hammer (KS2). Literacy non-negotiables are shared to ensure that the children and staff recognise the progression required from the learning in the previous year. Maths teaching in KS2 is also supplemented through the use of Big Maths which develops the children's arithmetic skills alongside the problem solving approaches.

## **Phonics Curriculum**

We follow the DFE Letters and Sounds approaches to the teaching of phonics in EYFS/KS1 and support this by using published resources such as Phonic Bug.

## **Foundation Subjects**

Curriculum areas are linked into topics where appropriate; creating opportunities to inspire and motivate the children. In addition to covering the National Curriculum requirements through 'I can' statements we also ensure that:

- All children will have the opportunity to learn a musical instrument as part of the music curriculum.
- All children will have access to a minimum of 2 hours physical education each week (enhanced with additional physical activity linked to other subject areas, Golden Mile, and access to an extensive programme of extra-curricular provision.
- All children will learn to cook a three course meal by the time they leave our school.
- All children will have the opportunity to perform as part of a drama production each year.
- All KS2 children will have the opportunity to participate in a residential experience in Key Stage 2.
- Outdoor learning is promoted at every opportunity and children will have the chance to explore the beautiful localities in which our schools are situated
- All curriculum topics will be enhanced by some form of enrichment either a trip, visit, visitor each half term in order to bring a rich and meaningful context to learning.

A curriculum map is shared on the school website to advise parents of the areas of study to be covered each term. However, it is recognised that the curriculum should be flexible enough to accommodate windows of opportunity as they are presented e.g a commemorative or historical event should be given appropriate coverage.

## Key Skills

Across all of the curriculum subjects we promote key skills. We want our children to be:

- ✓ **Inquirers:** using their natural curiosity to acquire the skills needed to conduct purposeful research.
- ✓ **Lifelong learners:** with an active love of learning,
- ✓ **Thinkers:** skilled in using thinking skills critically and creatively to make decisions and solve complex problems.
- ✓ **Communicators:** confident in receiving and expressing ideas and information—in more than one language.
- ✓ **Risk-takers:** confident to explore new roles, ideas and strategies.
- ✓ **Knowledgeable:** with a critical mass of significant knowledge of themes and topics of global importance.
- ✓ **Principled:** with integrity, honesty and a sense of fairness and justice.
- ✓ **Caring:** with a personal commitment to action and service-and sensitive towards others' needs and feelings.
- ✓ **Open-minded:** committed to exploring a range of views, and understanding the values and traditions of other cultures.
- ✓ **Well-balanced:** with an understanding of the importance of physical and mental balance and personal well being.
- ✓ **Reflective:** with the ability to reflect wisely, and constructively analyse their personal strengths and weaknesses.

*Accredited to 'The Learning Revolution'  
Gordon Dryden & Dr. Jeannette Vos*

## The Curriculum and Inclusion

The curriculum in our Federation is designed to be accessed by all children who attend school. If children have special educational needs or disabilities (SEND), we proactively comply with the requirements set out in the SEND Code of Practice. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If we think it necessary to modify some children's access to the curriculum, in order to meet their individual needs, then we do this in consultation with parents, and additional external professionals too.

## Extending the Curriculum

We extend our curriculum by offering a wide range of extra-curricular activities including phase appropriate after-school clubs, performances, sports events, competitions, trips, outreach visits and enrichment events for more-able and talented pupils through a planned Challenge Programme.

### **Monitoring and review**

Our Governing Body's Achievement and Standards Committee is responsible for monitoring the way in which the school curriculum is developed and implemented. These governors liaise with the respective subject/phase leaders and monitor the way in which these subjects are taught. There is also a named governor assigned to ensure appropriate provision for children with Special Educational Needs or Disabilities (SEND).

The Executive Headteacher and Heads of School are responsible for the day to day organisation of the curriculum. They monitor the curriculum through analysing standards of attainment and progress; planning and work scrutiny; lesson observations; and liaising with the Phase Leaders, subject leaders, curriculum teams, EYFS Lead and SENCO. Core subject leaders, assisted by senior leaders, monitor the way their subject is taught throughout the school. They examine long-term and medium-term plans to ensure that appropriate objectives, teaching and assessment strategies are used.