

Curriculum Policy



Together We Learn

...always striving to be outstanding, transforming the aspirations of a community.

Reviewed October 2018

Ernesettle Community School Curriculum Statement

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually and presented to the Governing Body.

Rationale

Education influences and reflects the values of society and the kind of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin the curriculum at Ernesettle Community School and enable the school to achieve its aims. We strive to provide a creative curriculum, underpinned by British Values, to develop every pupil and provide them with enriching opportunities and experiences to allow them to be happy, successful, lifelong learners in Modern Britain.

Common Values and Purpose

At Ernesettle Community School, we believe it is important to develop the whole child and provide a bold, broad and balanced curriculum that will provide opportunities to develop children in all areas of learning and experience: aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific and technological. We understand parents can have total confidence that the needs of every child, as they develop and grow, can be catered for throughout their time at Ernesettle Community School. We have developed our curriculum to cover each objective set out by the National Curriculum, with a focus on personal learning and international mindedness, whilst paying due regard to achieving high standards in English and Maths. Our Curriculum sets out clear progression and application of skills across all areas and relates to the values from RE, Collective Worship and PSHEE. Behind the practical components of the curriculum, are our own beliefs about education, teaching, learning and curriculum and developing the child holistically.

The school is committed to developing the children's learning powers through the use of 'Learning Behaviours'. This will enable children to become lifelong learners and face the uncertainties of a global and changing world. The curriculum will engage the children's interest, encourage and motivate them to want to learn and challenge and support all learners. We promote British Values including democracy, individual liberty, mutual respect and tolerance of different faiths and beliefs. To summarise, we offer a broad and exciting curriculum, which enables each individual pupil to become an effective learner who can go on to realise his or her ambitions, with British values that are integral to our vision. The Ernesettle Community School Curriculum has been developed for pupils to follow with their specific learning needs in mind. The demands of the 21st Century mean that our pupils will need to be alert to the new technologies and possibilities that these will create and be able to swiftly adapt to change. We aim to ensure pupils are independently minded and confident citizens of the future.

Planning

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) sets the learning and development requirements for children from birth to five years old. We follow the Early Years Principles and every child will have a profile at the end of the Reception Class year. In the Early Years Foundation Stage, we teach a themed curriculum with one topic every six weeks. The topics include; Who Am I?, Under the Sea, Everything Space, Pirates and Princesses, Dangerous Dinosaurs, Growing and Changing. The EYFS Profile summarises and describes children's attainment at the end of the Early Years Foundation Stage. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out in the table below:

The Prime Areas Of Learning:	The Specific Areas Of Learning:	The Learning Characteristics:
Communication and Language	English	Playing and Exploring
Physical Development	Mathematics	Active Learning
Personal, Social and Emotional Development	Understanding	Creating and Thinking Critically

The transition from this curriculum to the National Curriculum in Year 1 will be handled gradually and with sensitivity to individual needs.

From Year 1 to Year 6 the curriculum consists of:

The National Curriculum 2016; the objectives and programmes of study for each curriculum subject are tailored to suit the interests of the children to be used as the basis for the creative curriculum planning of topics. All objectives are covered throughout the Key Stages and can be evidence on the long term curriculum maps.

- The National Curriculum 2016 is also the basis of the English and Maths curriculum.
- Cross-curricular links are made where appropriate to enable children to see links between their learning and enhance their enjoyment. It is also a very clear expectation that children use the skills they have learned in English and Maths throughout the whole curriculum.
- Curriculum maps for Reading, to encourage coverage and cross-curricular texts and books from other cultures.
- Opportunities to extend the curriculum are taken through termly visitors, trips, the use of school grounds including the Outdoor Classroom and surrounding flower meadow and support of parents and their skills. This also includes clearly planned local, national and international community activities and business enterprise. At Ernesettle Community School, we offer free trips and visits to all of the children. We strive to provide each individual child with an equal opportunity to thrive and benefit from the enriched and creative curriculum we deliver.
- Special events like Harvest, Christmas, Easter, World Book Day, Aspirations Day, Father's Day Lunch, Mother's Day Lunch and Science Day enrich the curriculum even further.

Key Stages 1 and 2 have developed a long term curriculum map which means that each year group covers a different topic but there will be a consistency in theme, for example, we aim to all teach a History based topic during the same term. This allows year groups to share the information they have learnt with each other and teachers can maximise visitor and trip opportunities. During each year group, pupils study a variety of topics each lasting for a term. Each unit has a major subject focus e.g. History and covers other subjects to a lesser degree. At Ernesettle Community School we have selected Units for each phase that give pupils an exciting variety of themes, whilst ensuring full coverage in each subject by the end of that phase. We have created Curriculum Maps, which show that throughout the academic year and Key Stage, the children have covered all of the parts of the National Curriculum.

Homework is used to extend learning into the home (see Learning at Home policy).

Assessment and reporting

The children's learning is assessed in line with the school's assessment policy. A written school report is made available to parents annually in the summer term, including a report on attendance and statutory test results. Parents are invited to Parent/Teacher Consultation meetings in the Autumn and Spring terms. The Governing Body receives regular reports on pupil attainment compared to the national picture and pupils' prior attainment (including Pupil Premium and Free School Meal children).

The development of children's knowledge, understanding and skills of the core subjects is monitored through targeted assessment for learning, regularly recorded through the in the prior learning box on weekly planning. An assessment is completed at the end of the term/year (as appropriate) to give a National Curriculum level for the child. Results are recorded on the Assessment Mainframe, Target Tracker and a record of each achieved statement is dated in every child's Guided Reading, Maths and English book. Science is also assessed at the end of Key Stage 1 and Key Stage 2.

Roles and Responsibilities

The Curriculum Leader takes overall responsibility for the curriculum. Subject co-ordinators monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Subject Co-ordinators conduct regular scrutinies of resources and planning to ensure coverage of all subjects across the whole curriculum. Consultation relating to the curriculum is facilitated through the annual stakeholder surveys and termly creative curriculum reviews (for teaching staff). Subject co-ordinators deliver up-to-date training to all staff and the curriculum leader monitors the coverage of each subject.

Inclusion - provision for all pupils

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities on a daily basis through high quality teaching. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. The school regularly monitors the progress of pupils and will support children through daily targeted interventions where difficulties with learning is identified. Some children require further help and are identified as needing Special Educational Needs Support. Targeted support will be agreed in discussions with the child, Parent/Carers/SENCO and other outside agency professionals who can offer specialised support.

English

Through the teaching of English we aim to develop the processes of Spoken English, Reading and Writing. Pupils will be given daily opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

We also aim to provide the children with opportunities to work through the essential elements and skills of English which are: demonstrating confident written and verbal communication, being competent spellers, developing a consistent and legible handwriting style, displaying sound reading and comprehension skills across a wide range of texts and becoming able writers in many genres.

These aims will be achieved by:

- English objectives for speaking and listening, drama, reading and writing are tracked and covered across the year. This is available to view in the curriculum map and on Target Tracker.
- There is a structured Whole Class Reading system and assessment program in place to ensure continuity and progression throughout the school – focussing on a collaborative, structured and systematic approach to the teaching of Reading.
- There is regular INSET training to encourage and inspire high standards of writing across the school. A writing assessment document is also in place to ensure continuity and progression throughout the school – focussing on a structured and systematic approach to the teaching of Writing.
- Support is available from a published scheme on a Systemic Synthetic Phonics (Letters & Sounds) for EYFS and early KS1. KS1 and KS2 follow No Nonsense Spelling and Grammar. The English Curriculum provides a progressive structure for KS2 Spelling. More details are available in our English Policy.
- There is Handwriting Policy which offers guidance and a series of lessons to develop the children's cursive handwriting style.
- A monitoring cycle is in place to support the progress of individuals and groups of learners: weekly planning feedback, termly book scrutinies, Whole Class Reading drop ins and termly moderation afternoons which focus on writing and reading.

Maths

At Ernesettle Community School, we adhere to Rising Stars, which is a published scheme of work that follows the 2016 National Curriculum and ensures complete coverage of all statements. Through the teaching of Maths we aim to develop the processes of Number including number, place value, addition, subtraction, multiplication, division, fractions, decimals and percentages; Measurements including length, mass, volume, capacity, time and money; Geometry including properties of shapes, position, direction and statistics.

We also aim to provide the children with opportunities to work through the essential elements and concepts of Maths which are: applying a range of methods to solve problems; including breaking more complicated problems into simpler steps; understanding and using measures; making estimates and checking they are sensible; understanding probability; collecting, presenting and analysing data as well as using mathematical reasoning across all subjects to demonstrate the relevance and importance of Maths.

Science

Through the teaching of Science we aim to develop the processes of scientific enquiry, in order to stimulate pupils' curiosity in the world around them and encourage critical and creative thinking.

We aim to provide the children with opportunities to develop their skills within the disciplines of biology, chemistry and physics, by working through the essential elements and concepts of science which are:

- **Life processes and living things** – including human health and nutrition; plant nutrition; classification of animal and plants; the habitats of animal and plants.
- **Seasonal changes.**
- **Materials and their properties** – including how materials can be used; how they can change (burning, freezing, boiling); and how they can be mixed and separated.
- **Physical processes** – including electric circuits; forces; how light and sound travel; and astronomy.
- **Working scientifically** - the areas of scientific knowledge are taught in tandem with the skills of scientific enquiry. Research suggests that good scientific enquiry should build on children's existing knowledge, interests and ideas, link to everyday contexts and encourage discussion. Children are encouraged to identify questions that can be addressed scientifically, plan and carry out experiments, evaluate data and recognise the limitations of their own and others' results.

Computing

Through the teaching of Computing we aim to develop the processes of computer systems, technologies, hardware and variety of software. We also aim to provide the children with opportunities to work through the essential elements and concepts of computer science, programming and data handling as well as building on the children's research, communication and presentation skills. Computing will encourage creativity, logical thinking and problem solving and will have strong links with Literacy, Maths, Science and Design Technology.

PE

Physical education develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities.

Through the teaching of Physical Education at Ernesettle, and the extensive range of sport clubs that we offer, we aim to develop the children's processes of collaboration, co-ordination, spatial awareness, physical skill, fitness and general wellbeing. The ultimate goal of which is to enable the children to make informed choices about physical activity throughout their lives and to promote physical positive attitudes towards hygiene, fitness and health.

We provide children with exposure to a variety of different sporting disciplines, including swimming, dance, gymnastics and a wide range of racket and invasion games. We intend to provide the children with opportunities to take part in competitive sport and games in annual and termly events inside and out of school and for them to compete with a sense of fair play and sportsmanship.

Art

Through the teaching of Art we aim to develop the children's ability to learn with confidence in two and three dimensions and on a variety of sizes and scales. During Art sessions we concentrate on developing children's ability to create images, experiment with a wide range of different media to understand their potential and use art as a medium to give expression of their world. Special needs children need to be catered for in the planning of the programme. In this subject these children have their confidence raised and their self-esteem. Integration with Milford Special School is encouraged. At Ernesettle Community School, we pride ourselves on showcasing pieces of children's Art learning, so it can be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

Design Technology

Through the teaching of Design Technology we aim to develop the processes of creative thinking; problem solving; questioning and research; purposeful designing; fine motor skills through focused practical skills and evaluative reflection.

We also aim to provide the children with opportunities to work through the essential elements and concepts of Design Technology which are to research; design and make; learn focused practical skills and carry out product analysis (pupils investigate, disassemble and evaluate existing products). This will enable children to become

independent, creative and innovative problem solvers, as individuals and members of a team. Additionally, children must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. Pupils will have an opportunity to combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. Children will learn to reflect on present and past technologies, evaluating their effectiveness. Through design and technology, all pupils can become critical, informed users of products, enabling them to aspire to become innovators in their own right.

Music

Experiences of music should be as many and varied as possible. Teaching at Ernesettle ensures that listening and applying knowledge and understanding are developed through the interrelated skills of performing, composing, listening and appraising.

At Ernesettle we aim to foster children's enjoyment and understanding of music, regularly provide opportunities for all children to take part in making music together and to provide opportunities for children to sing together, using music of their own and other nationalities. We also aim to encourage children's listening skills and provide experience of many different styles of music, to give the children the chance to play various instruments together. The school aims to provide the opportunity for children to receive instrumental lessons during years 3 or 4.

PSHEE

Through the teaching of PSHEE we aim to develop the processes of social, moral, spiritual and cultural education, along with Citizenship.

We also aim to provide the children with opportunities to work through the essential elements and concepts of PSHEE which are Healthy Eating and lifestyle, self-esteem, Relationship and Sex Education, decision making, local, national and global community awareness. Improving links with enterprise and economic understanding. We aim to develop personal safety, focusing on elements of sun, water, road and rail safety and drug education. PSHEE will promote emotional well-being through positive behaviour management and understanding feelings.

RE

We fully adhere to the Devon, Plymouth and Torbay Locally Agreed Syllabus. Through the teaching of RE we aim to develop an increasing awareness about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. We also aim to provide the children with opportunities to work through the essential elements and concepts of RE which are to encourage respect, to promote self-esteem, develop open mindedness. We strive to contribute to moral, social and ethical development as we support the 'Shared Values statement from the National Curriculum. We enable pupils to be familiar with religious knowledge, principles, skills and vocabulary. At all times we foster respect for informed judgements, for each other's beliefs and cultural differences.

RE contributes significantly to other curriculum areas involving Citizenship, Spiritual, Moral, Social and Cultural development and can support investigations, enquiry about belief. It can support communication with sharing ideas as well as interpretation about symbols, stories and sacred texts. Evaluation develops their own views and recognises others.

Geography

Through the teaching of Geography we aim to develop the children's knowledge and understanding of people, places and environments around the world. As children study Geography they gain an appreciation of life in other countries and cultures. Geography inspires children to think about their own place in the world, their values and their rights. Geography teaching motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. We also aim to provide the children with opportunities to work through the essential elements and concepts of Geography which are:

- to develop their location knowledge, including cities, countries, continents and oceans;
- to learn graphic skills, including how to use, draw and interpret maps;
- to increase the children's knowledge of other cultures, and in so doing, teach a respect and understanding of what it means to be an informed citizen in a multi-cultural country;

- to use fieldwork and geographical skills to learn about the local area;
- to encourage children to know and understand environmental problems on a local, regional and global scale;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.

History

Through the teaching of History we aim to develop the children's knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. We also teach children to investigate these past events and encourage them to ask questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand how events in the past have influenced our lives today. We also aim to provide the children with opportunities to work through the essential elements and concepts of History which are:

- to know about significant events in British history and to appreciate how things have changed over time; to develop a sense of chronology;
- to have some knowledge and understanding of historical development in the wider world and to develop an appreciation of the contributions made by all societies and cultures to world development;
- to help children understand society and their place within it, so that they develop a sense of cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

International

Across KS1 and KS2 we aim to develop the processes of understanding different cultures, people and the world around us, promoting international links, and in KS2 concentrating on communicating verbally and non-verbally in a foreign language and realising opportunities for work and travel abroad. We also aim to provide the children with opportunities to work through the essential elements and concepts of Primary Modern Languages which are oracy, Literacy, knowledge about language and cultural understanding.

Sex and Relationship Education (SRE)

Sex and relationship education is taught in line with the Sex Education policy agreed by Governors.

Spiritual, Moral, Social and Cultural Opportunities

The staff and Governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences.

Self Esteem and Self Worth

Achievement assemblies are held each week recognising the achievements of our pupils. Certificates are presented for the Star of the Week in each class and for children who have been using their learning powers. Since September 2013 certificates have been introduced to recognise quality family homework.

Extra-curricular activities

A large range of activities is offered. These include many sports, dance, yoga, cheerleading, singing, cooking, gymnastics, art, craft and computing. The school is proud of its provision in this area.

At Ernesettle Community School, we aim to embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school. Children's learning and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos. The school has an increasing focus on quality writing and mathematics being on display.