

LOUDWATER COMBINED SCHOOL

Curriculum Policy

“Loudwater Combined School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Please refer to our Safeguarding Policy.”

Introduction

The curriculum is the totality of pupils' learning experiences. At Loudwater Combined School, our curriculum is broad, balanced and relevant and meets the needs of all children whatever their ability.

The taught curriculum is comprised of The National Curriculum and the Buckinghamshire Agreed Syllabus for RE. Teaching staff have audited and revised the Curriculum to ensure there is progression, there is a logical sequence to the range of topics taught, opportunities for practising and applying skills in a range of contexts. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements.

Aims

The aims of the curriculum are to:

- Promote high standards in reading, writing and maths and opportunities to apply these skills in other areas of the curriculum;
- Enable children to acquire and remember knowledge in all subject areas;
- Enable children to be confident in the use of IT and be able to competently use programmes to facilitate learning in other areas – for example using Word appropriately when publishing writing;
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- Enable children to be aware of the importance of and participate in the arts, humanities and related cultural themes;
- Enable pupils to develop moral and spiritual sensibilities through carefully taught values, which encompass British values.
- Develop the personal and social skills of each child;
- Provide equality of access and the opportunity for all pupils to make progress;
- Enable children to use the outdoor environment as a context for learning;
- Prepare pupils for the opportunities, responsibilities and experience of adult life and participation in society.

Organisation and Planning of the Curriculum

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- Encourage the best possible progress and the highest attainment for all pupils;
- Enable pupils to make connections across different areas of learning;
- Enable pupils to use the knowledge they gain to think creatively and solve problems;
- Develop pupils' capacity to learn and work independently and collaboratively;
- Enable pupils to respond positively to opportunities, challenge and responsibility;
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

We seek to ensure that:

- The planning format is consistent across the school
- Planning addresses the needs of all learners within the class
- Planning provides coverage of all aspects of the EYFS and National curriculum
- Planning is regularly monitored by the SLT to ensure quality

We plan our curriculum in three phases. We agree a curriculum map for each year group. This indicates which topics will be taught in each term. It may be that in a particular term, the chosen topic focuses on humanities subjects and very little technology is taught. This bias is addressed in subsequent terms in order to provide a balanced curriculum in line with National Curriculum aims. We review this long-term plan on an annual basis.

In the Foundation Stage, we plan the curriculum, so that there is coherent and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas. There is a separate Curriculum map for Foundation Stage.

Medium-term plans show all the areas of learning for each half term or term including the objectives for each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis and include English and Mathematics. These set out the learning objectives for each session, highlight resources and activities as well as identifying support for specific groups of pupils.

The curriculum is taught through a combination of discrete subjects and linked “topic” areas. English and Mathematics are taught daily as discrete subjects. Units of learning for English are planned using a text-based approach and Mathematics is planned using the Rising Stars organisation of subject content into units as detailed in the Mathematics scheme. However in themed weeks this may not be the case and learning in all areas maybe organised around a particular theme – for example ‘Ancient Greece’.

Religious Education, Physical Education, Music and PSHE are taught as discrete subjects. The RE schemes of work follows the agreed Buckinghamshire Syllabus. PSHE links with the topic area of learning and includes a focus on the value being taught during the month and the life of that month’s inspirational person. PSHE also encompasses discussions about learning which focus on Building Learning Power. There are a range of materials used to plan the different aspects of PE.

Science, Geography, History, Art and Design Technology are taught through International Primary Curriculum units. These units have been selected to ensure there is coverage of the National Curriculum across each key stage.

We do not set for any subjects so that the class teacher has a good understanding of all pupils, their abilities, challenges and progress.

We make cross-curricular links in learning through the topics our Curriculum is organised into. This supports teachers in ensuring that there is a clear purpose for writing which links to other areas of the curriculum wherever possible and that maths skills can be applied during science for example.

Our emphasis is on ensuring we teach the children the knowledge and skills they need and provide meaningful and interesting opportunities to apply these in a range of contexts across

the curriculum, for example applying Mathematical and English skills in Science, History and Geography.

Subject Co-ordinators have a key role to play in ensuring that our curriculum meets the requirements of the National Curriculum. They have audited the curriculum for each year groups to ensure that the skills are taught and that there is clear progression in line with the requirements of the National Curriculum.

Curriculum Monitoring

The Head teacher and Senior Leadership Team have the overall responsibility for the leadership of the curriculum and delegates responsibility to key staff. The subject leaders monitor the medium term planning of all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

The class teacher is responsible for the daily organisation of the curriculum, ensuring that the curriculum is taught and that the aims are achieved for their class.

The governors liaise with the subject teams, and monitor the way the school teaches these subjects. They monitor the success of the curriculum at committee level and at Full Governing Board meetings through the termly Head teacher's report.

The curriculum is monitored by:

- Lesson observations
- Moderating children's work
- Book scrutinies
- Learning walks
- Pupil interviews

The Head teacher and Deputy Head teacher ensure that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

Assessment of the Curriculum

Assessment for learning permeates all our teaching and allows us to adapt, change and target our teaching to the precise point and pace of children's learning thus ensuring our teaching is effective and learning is maximised.

Assessment allows us to give quality feedback to children and celebrate with them their progress. It allows them to be involved and take control of their learning. Through regular marking and feedback, pupils are provided with information about their learning and what their next steps are.

The vast majority of our assessments focus on English, Maths and Science and pupil progress is monitored on a half termly basis. For further information, please see the Assessment Policy, the Marking and Feedback Policy and the Target setting policy.

Subjects taught at Loudwater School

At Loudwater School, we follow the National Curriculum to provide a broad and balanced curriculum for our pupils. Whilst many subjects are taught through a topic or cross curricular approach as well as providing opportunities for the pupils to apply their English and Maths skills in other areas we believe it is important to recognise the distinct knowledge and skills which are delivered through the study of a range of subjects.

English (Also see the English Policy and the Reading Policy)

English is at the heart of our curriculum. It permeates all other subjects and is a key life skill that enables learners to become effective communicators.

Pupils become confident, articulate speakers and effective listeners. They learn to respond to what they hear and express reasoned opinions.

We are passionate about developing a desire to read for pleasure. Pupils become fluent readers and learn to comprehend the texts that they read to enable them to acquire knowledge for personal interest and pleasure, as well as to support their learning in other curriculum areas.

We have a text-based and cross-curricular approach to planning which supports the development of fluent readers and writers, putting reading and writing at the centre of our curriculum.

Pupils learn to write for a purpose and for pleasure in a wide range of genres. They understand that writing is a form of communication and consider who their audience will be. The use of an English working wall and a Writer's Toolkit provides information and ideas for the pupils to write interesting, detailed and lively texts that hold the reader's attention. As the pupils develop, they are able to write extended texts and apply skills to express creativity and become literate citizens.

Mathematics (Also see the Mathematics Policy)

Our aim is to teach children to have mathematical fluency, the ability to reason and solve problems. In the classroom the maths working wall provides information for the children which support their mathematical vocabulary, models the methods they may use and techniques for problem solving. We want our children to confidently and successfully undertake mathematical activities, in the classroom and the world beyond.

During Key Stages 1 and 2 children encounter increasingly larger and complex numbers. We enable children to calculate with these numbers through developing their mental fluency, understanding of place value and ability to use reliable and efficient methods for all four operations. Children need to use this knowledge to be able to solve increasingly complex problems in a range of contexts.

Children also need to learn about a range of shapes and their properties and use this understanding to reason about shape. They also need to be able to measure with increasing accuracy in different contexts and with a variety of equipment.

Through our emphasis on developing mental recall of number bonds, multiplication tables and related division facts, children develop speedy and accurate recall. In addition to this, children also need to be confident users and spellers of mathematical vocabulary.

Mathematics is a vital life skill as well as an academic pursuit. Children that have mathematical fluency are confidently able to apply their mathematical knowledge and skills both at school and in their daily lives.

Science

Science has changed our lives and is vital to the world's future prosperity; therefore, pupils are taught essential aspects of the knowledge, methods, processes and uses of science. We have chosen to adopt a topic based approach to the teaching of science. The planned

organisation of units ensures full coverage of the National Curriculum objectives and progression in both knowledge and skills.

Through our teaching, we aim to develop the scientific working and thinking skills of the children, with a focus on comparative and fair testing, pattern seeking, observations over time, classifying and identifying and research using secondary sources. There is a focus on developing curiosity about what they explore, observe and experience in the world around them, through hands-on and child-led investigation. This enables our children to cultivate their questioning skills, answer scientific questions about the world around them, and develop an understanding of their responsibilities as global citizens. We aim to equip our pupils with the knowledge required to understand the uses and implications science today, and for the future.

Children should be able to describe processes and key characteristics using scientific and technical vocabulary accurately and precisely, building an extended specialist vocabulary. They are also given regular opportunities to apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data using a wide range of different graphs, tables and charts. Each year there will be a themed science week, where children will have the opportunity to further advance an area of their scientific knowledge and understanding, through enquiry, research and visitors to the school.

Computing

The use of Information and Communication Technology (Computing) is an integral part of the National Curriculum and is a key skill for everyday life.

Computers, programmable robots, data loggers, digital and video cameras and voice recorders are used to acquire, organise, store manipulate, interpret, communicate and present information. Our pupils enjoy a structured and progressive approach to the learning of the skills needed to enable them to use quality hardware and software effectively.

Computing is taught in Foundation Stage discretely as an integral part of the Early Years Foundation Stage Curriculum covered during the year. Across Key Stage 1 and 2 lessons, the children are taught Computing through **Switch On (Rising Stars)**, E-safety scheme of work and Coding software such as Scratch and Kodu to ensure all children are having full access to the 3 areas of the curriculum (Computer Science, Information Technology and Digital Literacy).

Computing use is encouraged in all curriculum areas, with an array of hardware and software to facilitate this, such as laptops, learn pads, a dedicated ICT suite, digital microscope, digital cameras, video cameras and programmable robots. The interactive screens in each classroom are used to enrich all teaching, pupil interface and assessment for learning.

The internet is used to support Computing themes. Children learn research skills to help them use search engines effectively to find out additional information about the areas of study.

History

At our school, we teach history through our chosen topics exploring cross-curricular opportunities whenever they arise. Ensuring that historical topics are engaging and relevant will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, inspiring pupils' curiosity to know more about the past.

Through our teaching, we will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We ensure that the historical knowledge the children are exposed to is broad by including British history, history from European and Non-European societies as well as studying the lives and achievements of significant individuals. Our children study events in living memory, local history, significant events since 1066 and ancient civilisations.

Through the study of history, we teach our pupils the skills of understanding historical concepts, the methods of historical enquiry to gain a broad historical perspective. There is a whole school Local History week held every two years.

Geography

We also teach Geography through our chosen topics exploring cross-curricular opportunities whenever they arise.

Our teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes. We also focus on the formation and use of landscapes and environments.

Our pupils develop a contextual knowledge of the location of globally significant places, both on land and sea, including their physical and human characteristics and how these provide a geographical context for understanding geographical processes.

Through our geographical teaching, we teach the skills to enable children to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepens their understanding of geographical processes. Children also need to be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and **Geographical Information Systems (GIS)**. We also provide opportunities to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Art and Design

Through Art and Design, we aim to foster an awareness of aesthetics and to develop pupils' individual expression, thorough providing a range of artistic experiences. We hold an Art Exhibition every two years to promote the work of the children.

Pupils are encouraged to express themselves by recording from first-hand observation, experience and imagination, using a variety of materials and techniques, both in two and three dimensions.

There are opportunities for children to work individually and collaboratively, and have time to discuss and review their learning. There are also opportunities to study the work of famous artists and to investigate their methods and techniques. This will give children an interest in this area, teach them to develop their skills and give an awareness of the ways in which art and design influences our lives on a daily basis.

Design Technology

Through our teaching of design and technology we aim to ensure all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. We achieve this through building and applying a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.

We also recognise the importance of ensuring there are opportunities to comment on, evaluate and test ideas and products and the work of others. Teaching in this area also seeks to develop an understanding of and to apply the principles of nutrition and learn how to cook.

In various aspects of Design Technology children may need to use a range of tools; it is vital that they are taught to use these confidently, correctly and with appropriate regard for health and safety.

Music

Through our teaching, we will engage and inspire pupils to develop a love of music and recognise their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We hold a Music Concert each summer to showcase the children's learning in this area

As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a range of genres. In the course of their learning pupils will have opportunities to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Children will learn to sing and to use their voices, to create and compose music on their own and with others.

At key stage two, there will be the opportunity to learn a musical instrument. Children will use technology and have the opportunity to progress to the next level of musical excellence. In composition-based units of work, children will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Physical Education

Our Physical Education curriculum aims to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities.

We provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities will build character and help to embed values such as fairness and respect. We aim to ensure that all pupils develop competence to excel in a broad range of physical activities.

As pupils progress through the school, we want them to be physically active for sustained periods. There will be opportunities for pupils to engage in competitive sports and activity and ultimately lead healthy, active lives.

Languages

We have taken the decision to teach French at key stage two. This will provide an insight into another culture as well as hone the skills needed for future language learning.

Through our teaching, we will ensure that all pupils understand and respond to spoken and written language from a variety of authentic sources. Teaching will include a wealth of opportunities to speak with increasing confidence, fluency and spontaneity. During role-play situations, children will be taught to find ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

As pupils progress in their learning they will also write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. To support our teaching the Rising Stars scheme for French is used.

Religious Education

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At our school, we enable children to develop a sound knowledge and understanding not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

Through our teaching of RE we enable children to develop an awareness of spiritual and moral issues arising in their lives. We teach about a range of religions to develop an understanding of what it means to be committed to a religious tradition. This should develop in children the ability to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life.

Through an understanding of religious traditions, children will develop an appreciation of cultural differences in the UK today and have respect for other people's views, and hence to celebrate diversity in society.

Personal, Social, Citizenship and Health Education (PSCHE)

Personal, Social, Citizenship and Health Education helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. PSCHE contributes significantly across the whole curriculum to our responsibility to help prepare our pupils for the opportunities and challenges of life.

Our teaching in this area is in part through the key values we have identified as a school and through making links with the children's topic learning to achieve an engaging and relevant way of discussing and researching issues.

Review

This policy will be reviewed annually.
January 2019