

# **ALLENTON COMMUNITY PRIMARY SCHOOL**

## **CURRICULUM POLICY**

### **AIMS**

#### **A broad curriculum**

In its broadest sense the school aims to:

- Provide pupils with a full entitlement to learning, ensuring a strong emphasis is placed on a broad curriculum involving Art, Drama, Music, P.E. as well as academic subjects.
- Foster pupil's creativity and develop essential skills, including learning skills
- Promote a healthy lifestyle
- Promote a thoughtful attitude towards the immediate and wider environment
- Inspire pupils to a commitment to learning which lasts a lifetime
- Prepare pupils for entry into Secondary education.
- Prepare our pupils for the opportunities, responsibilities and experiences both in their next school and for adult life
- Promote the spiritual, moral, social and cultural, mental and physical development of our pupils

#### **Aims of the curriculum**

At Allenton Community Primary School we undertake to:

- Ensure that pupils develop essential literacy and numeracy skills
- Have high expectations of the pupils and ourselves
- Raise levels of attainment for all pupils, enabling them to achieve their own personal best
- Promote high standards in all learning and teaching
- Ensure relationships between all members of the school community are developed in a positive way
- Value and respect all cultures
- Develop independent, confident, enquiring learners who can make informed choices
- Provide a safe and happy workplace

**The school began planning for and delivering a creative curriculum based on the principals of Chris Quigley in September 2011.**

**Literacy and Numeracy continue to be taught as discreet subjects but are also included through topic work wherever possible.**

**SEAL, Personal, social, health and citizenship education reflects the school's aims and ethos. Religious education is also provided for pupils and follows the scheme of work for Derby City.**

#### **EARLY YEARS FOUNDATION STAGE.**

**The Early Years Foundation Stage, which underpins the curriculum in the Reception classes at Allenton Community Primary School, is distinct in its identity. The curriculum, by which we mean the learning and development undertaken by every child in this key stage, is planned in accordance with the framework 'The Early Years Foundation Stage Statutory Framework '.**

**Under the guiding theme of Learning and Development there are six clear areas of learning:**

- Personal, Social and Emotional Development**
- Communication, Language and Literacy**
- Problem solving, Reasoning and Numeracy**
- Knowledge and Understanding of the World**
- Physical Development**
- Creative Development**

**All areas of learning are of equal importance and are delivered in conjunction with each other. The development of each child is recorded through the use of profile scales which provide an accurate and detailed insight into the progress made by the individual. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made and next steps in their learning are identified. With a comprehensive view of the level of development for each child, an appropriate and challenging curriculum can be delivered to ensure the needs of the individual can be effectively met.**

**Prior to entry to Allenton Community Primary School, we visit children in their Nursery setting in the summer term and discuss their needs with the Nursery staff. On entry to Foundation Stage all children will be observed in order to ascertain stages of development, strengths and needs in accordance with transition data.**

**Careful and flexible planning between all staff in contact with the children ensures a wide, varied and effective curriculum is delivered.**

## **KEY STAGE 1**

### **English**

**The teaching of English is guided by the Primary Framework for Literacy and Mathematics. English includes speaking and listening, Reading and Writing. English is an integral part of the whole school curriculum and permeates all other subjects.**

**We encourage all parents to spend time speaking with and listening to their children, sharing books and encouraging writing.**

### **Speaking and Listening**

**Talking is fundamental to a pupil's learning. Talk is an essential part of children's development; therefore a high level of importance is given to this strand of English. It is widely acknowledged that without the ability to verbalise ideas, children will struggle to read and write. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.**

### **Reading**

**We work hard to provide all children with the necessary skills to allow them to read independently. The ability to read is a skill that should never be underestimated. We encourage children to read for knowledge and enjoyment. The Letters and Sounds phonic programme equips our children with the primary tools to support reading development. This is supplemented by reading in class and with books that are sent home for parents to share with their child.**

**Reading skills are taught through the use of large books and electronic texts as part of whole class, daily guided reading sessions and individually.**

## **Writing.**

The ability to write is a crucial skill that affects all areas of the curriculum. Writing is taught alongside other areas of English. A large emphasis is placed on talking to support writing and all children are encouraged to verbally prepare for writing before they actually do so.

Children are introduced to a variety of writing styles and approaches during their time in our school. They learn how to write in the style of fiction, non-fiction and poetry. They will also be taught how to use these skills in other curriculum areas.

## **Numeracy**

In Key Stage 1, Numeracy is taught on a daily basis. It begins with a five minute session involving Mental Maths. Then the main objective is taught and the children practise their new skills in group activities. The plenary consolidates and extends the concept that has been taught. Mini-plenaries can also be used throughout the lesson to assess the children's progress. Children are encouraged to take an active role in their learning through talking partners, explaining the strategies they use and by self assessment. In Key Stage 1 the children are assessed via questioning and observation on a daily basis.

All other curriculum areas are taught as part of a creative curriculum.

In Key Stage 1 teachers plan a thematic approach to teaching; in this way teaching becomes more relevant and children are better able to see and understand the links across the different subject areas. R.E follows the Derby City Council guidelines and is taught for 1 hour per week. Children also have 2 hours dedicated to the teaching and learning of P.E

## **KEY STAGE 2.**

In Key stage 2 all pupils are taught Literacy and Numeracy as discreet subjects. All other aspects of the curriculum are taught creatively as part of a thematic approach.

At Allenton Community Primary School we aim to provide the children with a creative curriculum which is broad and balanced and makes links between subject areas wherever possible. We believe this helps to provide the children with a deeper and

clearer understanding of the subjects being taught and enables them to apply skills and knowledge in a range of contexts.

The curriculum is delivered through taught sessions by the teacher and hands on experiences (which include visits off site and visitors to the school). Children are encouraged to take responsibility for their learning and for setting themselves next step goals to aim for each half term and teachers planning should reflect opportunities that enable children to enhance and perfect these skills.

#### **EQUAL OPPORTUNITIES**

The ethos and aims of the school are founded on equality regardless of sex, race, disability, religion or belief. We aim to ensure that equal opportunity is maintained for all pupils through appropriate planning of teaching and learning.

#### **DISABILITIES**

In accordance with statutory requirements, the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility plan which is available to all parents on request.

#### **DIFFERENTIATION**

A variety of different teaching and learning methods, techniques and materials are used to suit pupil's differing needs.

#### **RELIGIOUS EDUCATION**

Allenton Community Primary School is a non-denominational school which follows the Derby City programme for R.E. Religious Education is taught to all pupils in school . Parents have the right to withdraw their children from R.E. and any activities relating to Christian festivals ie Christmas and Easter and if they choose to do so an agreement that parents will come into school at particular times to support their children in their own faith is reached.

#### **SEX AND RELATIONSHIPS EDUCATION**

The school provides sex and relationships education in the basic curriculum for all pupils in Year 5 and will deal honestly with issues and questions from pupils as and when they

arise. Pupils are encouraged and guided by moral principles and taught to recognise the value and importance of family life. Parents may withdraw their children from sex and relationships education sessions if they so choose.

#### **PHYSICAL EDUCATION**

All pupils are expected to take part in the school's P.E curriculum. Pupils will only be excused from lessons for medical reasons. Notification from parents must be received by school either by letter or conversation with the Headteacher.

#### **EXTRA CURRICULAR ACTIVITIES**

The school offers a variety of Clubs that take place outside the formal curriculum. These include Breakfast Club, Lunchtime groups and After School Clubs. We hope that pupils will take advantage of these opportunities where possible.

#### **LEARNING SUPPORT**

At Allenton Community Primary School we have Teaching Assistants and Mentors who support children's learning alongside the class teacher. It is the responsibility of all class teachers to monitor and assess children's learning and make suitable arrangements to additionally support the learning of individual pupils should the need arise. Children with Special Educational Needs are identified as early as possible. Children on the register are either on School Action, School Action Plus or statemented. It is essential that all staff follow the correct procedures for referring concerns in order that appropriate action can be taken to support children's learning.

#### **CONCERNS AND COMPLAINTS**

Parents who have concerns about aspects of the curriculum should discuss these in the first instance with the pupil's teacher. If the issue is not resolved parents should see the Headteacher. If the issue continues to be unresolved, parents should speak to the Chair of Governors. This is outlined in our Complaints policy.

#### **MONITORING AND REVIEW.**

The curriculum policy will be monitored by the Governing Body and the Headteacher will report to them on its implementation, progress and effectiveness. The Headteacher will also recommend any changes to the policy for the Governor's consideration.

