

Eyam C of E Primary School

Curriculum Policy



Agreed: November 2017

Reviewed: September 2022

Eyam School vision is to be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

Signed by _____ on behalf of the Governing Body Date _____

Eyam CE (C) Primary School

Curriculum Policy

(see also Special Educational Needs, PSHE Citizenship, RE, Equality Policies and Values and Vision Statement)

Introduction and Intent

Our curriculum at Eyam is all that we aspire for the children to experience - it is to provide a knowledge rich curriculum grounded in the actions and attitudes of our Christian vision. We strive to 'let our light shine' so as to reflect the goodness of Jesus, Matthew 5:16. Through a shared language and passion for learning we aim to create a vocabulary rich curriculum based on powerful interconnections, equipping pupils with the cultural capital they need to succeed in life. Our pupils will be globally aware citizens with a confident character, able to apply skills and concepts in order to seek solutions. We aim to balance individual aspirations, with equitable provision and an understanding that every choice has an ecological consequence.

'I hear and I forget, I see and I remember, I do and I understand' Confucius

Vision and Values

Eyam CE School **vision** *We aspire to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as they work together, using critical thinking a skills to achieve more together and celebrate each other's success through a culture of respect.*

At Eyam CE Primary we believe that the curriculum is a powerful tool that promotes a love of learning and a willingness to explore the challenges of the modern world. We seek to treasure each child's unique qualities and enhance their capacity to become independent learners through a creative, exciting and outward-looking curriculum. Although we use the New National Curriculum as a basis for our provision, this also includes the extra-curricular activities and the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave.

Our core **values** are: respect, resilience and responsibility

Our school curriculum is underpinned by the values that we hold dear and promote. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to empathise and collaborate with others and lead a life in all its fullness.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.*
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.*
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.*
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.*
- We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.*
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.*

The aims of our school curriculum are to:

1. Create successful, resilient learners who take responsibility for their own learning and are prepared to embark on future challenges with excitement and confidence.
2. Ensure we provide innovative learning opportunities that develop the whole child, empowering pupils to explore and believe in themselves.
3. Establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
4. Help children understand Britain's cultural heritage.
5. Prepare children for life, to be responsible citizens who are able to adapt and grow as technology and society changes.
6. Teach children to have an awareness of their own spiritual development, and to distinguish right from wrong.
7. Value the importance of an effective partnership with parents and the community to encourage each child to reach their full potential.

Organisation and planning

Usually from Y1-6 English and Maths are taught every day and often incorporate aspects of the current topic work. Science is taught as a discrete subject or through the topic - which ever is the most appropriate. Topics are typically Science, Geography or History-based and include a focus on Art, DT, and Computing. Whenever possible, we incorporate writing across the curriculum; to this end most learning is recorded in a topic-based Learning Journey book.

Being a church school, particular emphasis is placed on the teaching of Religious Education. We teach RE as a discrete subject as well as making links through Worship. We take seriously our responsibility to prepare children for the challenges of life in modern Britain, and spiritual, moral, social and cultural development underpins all of our learning.

We follow the EYFS in The Early Years (Reception) using the Early Learning Goals to track pupil progress. We follow the National Curriculum in both Key Stage 1 and 2. We also provide Religious Education (Derbyshire Agreed Syllabus and more recently, Understanding Christianity) through explicit teaching, Collective Worship and Sex & Relationships Education.

We plan our curriculum in three phases. We agree a whole school long-term plan. This indicates which topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis because we have a flexible class structure depending on pupil intake.

Through our medium-term plans we give clear objectives and teaching strategies for each topic, as well as key questions and opportunities for cross curricular learning such as writing and history or applying maths skills in science. We use highlighter colours to show these links as well as for ensuring we have covered a range of Higher Order Thinking (**HOT**) skills as a basis for questioning, learning, challenging and creating a range of outcomes. Staff strive to enhance metacognition through modelling/verbalising their own thinking and ensuring time for children to reflect on how they have solved problems before, identifying which skills to use.

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1669324863

Our short-term plans are those that our teachers choose to write on a weekly or daily basis. We use these to set out the learning objectives and 'steps to success' for each session, and to identify groupings, resources, activities and outcomes for the lesson.

Throughout the school, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

In addition to displaying the Topic Web overview and timetable in the class room, staff upload the half-termly Topic Web onto their class page as well as homework prompts and spellings.

An outward-looking school

We believe that in order to develop fully, every child has the right to learn about the world, the people who live in it and how to respect and care for it, for future generations. In order to do this, we endeavour to provide a rich, exciting, challenging and varied curriculum, taking account of local and national events and interests that are brought into the headlines. We are a FairTrade and an Eco School and hold the Green Flag.

We wish to ensure that every child gets an equal chance: we buy into the Wider Opportunities music programme – a whole class of children each year learn an instrument; this is followed up with support and encouragement so any child can take this music-making further. 60% of our children learn an instrument.

To enhance provision we plan 'Wow days' for each topic – a visit, a trip or a making experience; we invite parents to share their skills.

Through our school values and the Christian virtues we explore through our Worship Themes, we promote characteristics which all children can aspire to develop – these are celebrated through a Super Star award system and 'random acts of kindness'.

We promote a range of sports skills, taking part in tournaments but also running clubs for girls or Fiery Foxes (our shyer children). Staff go the extra mile by taking groups to Cyclo-cross or organising water polo in Sheffield. We have been awarded an Active Schools Award for active team-based, child-led playtimes.

We promote outdoor learning in every class and enjoy planting trees, gardening, outdoor Worship and whole school walks. Every class takes part in Forest School sessions during the year.

To this end we plan a range of visits for every class. We invite visitors into school and consult with parents explaining why we think these visits are vital to enhance the curriculum. The School contributes to the costs for some pupils and we are extremely lucky that the PTFA fundraise successfully and are keen to contribute to the cost of adding this breadth and balance. For example we ran a Science week and included a Design Day and adventure up Chesterfield's crooked spire. We invited a Science Boffin to lead the whole school in science making, exploding and designing rockets. As part of the 100th Anniversary of the Local Shoemakers March in April 2018 a class embarked upon learning all about boot making and shoe design from 1918 to 2018, working with local manufacturers and walking to nearby Stoney to experience a factory environment as well as making rag rugs at nearby Eyam Hall. Our youngest children learnt about how powerful water could be by visiting a local mine and they also enjoy regular dress up character days such as a visit to the fair or flying to the moon. Our children take part in Young Voices, singing at Sheffield Arena. We have travelled to London to enhance learning about the

Greeks as well as see the Capital city and all its sights. Our lower juniors found out more about rainforests by visiting the wonderful Botanical gardens and Millenium Gardens in Sheffield. We learnt the djembe drums to enhance our West African topic and a class took a river dipping experience in the River Derwent in Matlock. We take pupils to the Multifaith Centre in Derby to learn dancing and study the beautiful Hindu temple, and have also visited the wonderful mosque in Sheffield. We've hosted a comparative visit from a large school in Sheffield. We have our Church and School link in Burkina Faso – Jan Tam Primary whom we email and send presentations and funds to – we swap questions and have learnt some French to help us keep in touch.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have additional needs, our school does all it can to meet these and we comply with the requirements set out in the SEN Code of Practice. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe and we have already adopted a range of strategies, we may seek support through either SSEN or the EP in order to further identify specific issues and/or applying for extra funding to support their needs through GRIP or an Educational Health Care Plan. We involve both pupils, parents and the appropriate external agencies in making an assessment. A child may be considered for this assessment if their gaps in learning remain despite intensive in-school support or have a profile of long-term complex needs. Our class teachers and support staff provide quality first teaching as well as ensuring additional resources and support for children with special needs. Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. (See SEND Policy and the SEN report.)

The Early Years Foundation Stage

The curriculum that we teach in the Foundation Stage class meets the requirements set out in the revised Statutory Framework for the Early Years Foundation Stage (EYFS) 2012. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills, experiences and behaviours. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

We have in mind each child's aptitude for the characteristics of effective learning: playing and exploring; active learning; and creating and thinking critically.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each term the Reception class teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child. The progress of each child is also tracked using 'Tapestry'; an online tracking tool linked to all the stages of development from 22 months to the Early Learning Goals.

However we also strongly believe that every child should be encouraged to learn to read and write as well as learn about numbers at this early stage so that they can access the updated National Curriculum (2014) and its raised expectations. To this end we plan a range of learning experiences which include both self-directed and more structured, taught sessions. Our reception children sometimes work as a group, and at other times within their class of Infant children (see Bold Beginings 2017).

We are well aware that all children need the support of parents and staff to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing (see our Early Years Foundation Stage Policy).

Key skills

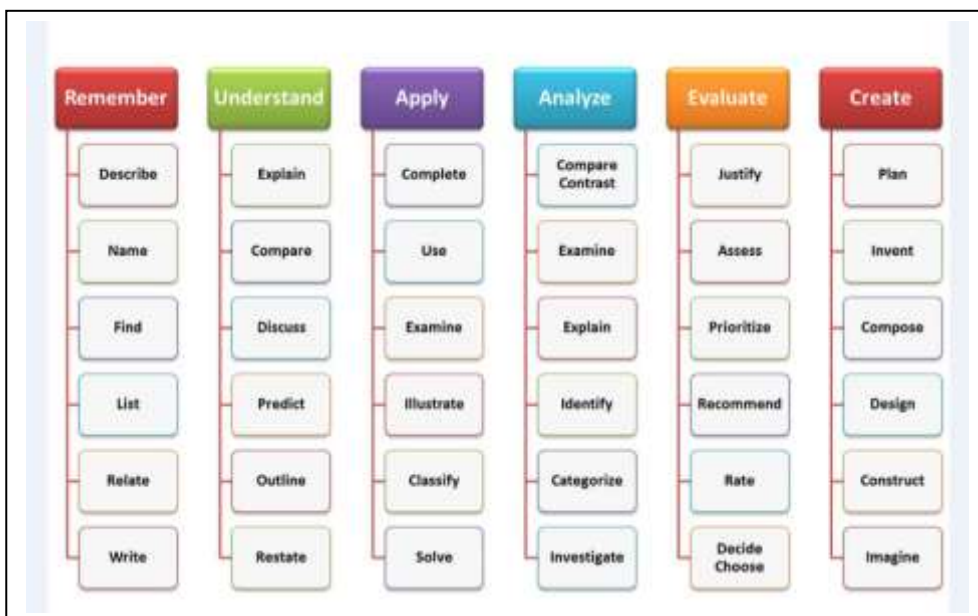
The following skills have been deemed ‘key skills’ in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving one’s own learning and performance;
- fluency, reasoning and problem-solving.

Learning initiatives

In addition to the content of the curriculum we endeavour to engender an enthusiasm for learning and have encouraged the children to consider:

High Order Thinking: Staff plan objectives to encourage and promote the use of higher order skills:



A Growth Mind Set: Children are encouraged to show perseverance and determination as well as learn from others and embrace challenge and develop self belief. “In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work, brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment,” (Dweck). At Eyam we encourage the children to use mistakes

as a way of learning, to be willing to accept that learning takes time and that all famous people have had to work hard to develop their particular skills to a high standard.

'Wise men and women are always learning, always listening for fresh insights' Proverbs 18:15

Monitoring and evaluation

The purpose of monitoring the curriculum is to:

- ensure coverage of the statutory National Curriculum;
- ensure that there is high quality teaching and learning consistently through school;
- ensure there is equality of access to the curriculum;
- evaluate the effectiveness of the school's curriculum provision;
- raise standards and attainment;
- ensure active participation of all pupils in all subjects;
- ensure we promote the school's Christian character.

Along with all staff the governing body's Teaching, Learning, Curriculum & Community committee (TLCC) is responsible for monitoring the way the school curriculum is implemented. The governors on the TLCC liaise with the respective subject leaders, and monitor closely the way that subjects are taught. This is mainly carried out through pupil voice discussions and book scrutiny alongside staff. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors teaching and learning, working closely with staff and the Governing Body to ensure that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives and pupils are clear about what good learning looks like and how to achieve it.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject;
- keep up to date with developments in their subject, at both national and local level;
- review the way the subject is taught in the school, and plan for improvement.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary. It should be considered along with the Marking Policy and the Policy for Learning through Assessment.