

Curriculum Policy

Rationale

Our school curriculum is designed to provide a broad, balanced and relevant curriculum for OUR children.

At Saxton School we aim to provide an education for our children which is:

- Inspiring and interesting - promoting a love of learning for its own sake
- Aspiring – enables the children to achieve the highest personal standards
- Creative – incorporating all learning styles and methods
- Relevant – is accessible to all our children in a meaningful way
- Broad – focuses on the education of the WHOLE person

School and learning should be fun, children and staff should be happy, challenged and fulfilled. We believe that this can be achieved alongside rigour and raising standards.

We are committed to a curriculum that is creative, imaginative and interesting; a curriculum which is sufficiently broad to engage the full range of pupils' intelligences by extending and deepening the range of experiences offered to them.

Saxton School adheres to the philosophy that the curriculum should facilitate both excellence and enjoyment. We endeavour to establish a clear context for learning so that children understand how and why that learning is relevant and appropriate for them. Our curriculum meets statutory requirements and helps our pupils to develop essential knowledge, skills and understanding across all subject areas, including SMSC and British Values, so that they become effective lifelong learners and members of their community.

Planning

We work together to ensure that children in the Foundation Stage follow the statutory guidelines for EYFS. Both Key Stages receive their full entitlement to the statutory National Curriculum and the locally agreed syllabus for R.E. During the planning process teachers formulate a Two Year Plan ensuring coverage in all subjects. Subject Coordinators check for breadth and depth in individual subjects. Further checks are made throughout the year as teachers assess children's progress against level descriptions for each subject.

Our Long Term Plan covers two academic years, Year A and Year B. It is a coherent and balanced plan which ensures progression and links between subjects.

Medium Term plans provide the detailed learning objectives and activities for each subject. Expected learning outcomes are grounded in an understanding of achieving key knowledge, skills and understanding to enable children to progress with their learning.

Short Term plans are the teachers daily or weekly plans which are for their personal use. These cross reference to Medium Term Plans to ensure rigour, coverage, pace and progress.

Teachers use learning objectives and expectations for their year group in their own planning, and understand how to broaden and deepen learning experiences in order to ensure children make progress and achieve highly. Sometimes, objectives from other yeargroups will be used as a guide to meet the needs of individual learners.

We believe that, where possible, links should be made between subjects. The integrity and distinct features of individual subjects are retained but where subjects can be naturally taught together or alongside each other we plan to do so. For example, much of our work in Art or Design Technology is linked to work in History or Geography. SMSC will be integrated into all our themes so that children develop necessary social skills, beliefs and values that enable them to become contributory members of society.

Subjects are not always taught weekly; a professional judgement is made whether the subject is taught in blocks of time or in regular lessons. We ensure that the curriculum is planned to cover all the National Curriculum programmes of study and teachers use time

effectively to cover each subject matter in a manageable and meaningful way. We do not necessarily teach every subject each term, but will ensure that children receive their full entitlement during the course of two years. We can achieve more depth of learning by working in this way, and linking subjects provides motivation and opportunity to apply the knowledge, skills and understanding gained in one subject area in another.

We encourage children to take an active role in planning the curriculum and plans can be changed and adapted to meet the interests and needs of the children.

The Curriculum: Planning for Excellence

All teachers plan at least 3 main topics each year. These have flexible timing, and mini topics may slot in. Topics may last a week, four weeks, a half term or full term depending on the content and learning needs of the children.

In KS2 topics may have a specific focus:

Eg. Topic 1 – Historical Topic 2 – Geographical Topic 3 – Scientific

Included will be all other subjects although Maths, RE, Modern Foreign Languages and PE may stand alone to a larger extent. Skills objectives are to be used for all subjects to ensure continuity and progression.

English skills are taught separately, but are also enhanced through cross-curricular working. For example, children may develop their writing skills through an extended piece of writing in geography to build upon the understanding developed during English lessons.

Planning must be readily adaptable to meet the interests and needs of the children.

Wherever possible in each year in at least one of the topics there will be:

- Drama
- Enterprise
- Community – UK and global (including communication with another school)
- Sustainability
- Grow or make something and eat it

Wherever possible in each topic teachers will include –

- A book
- Spiritual, social, moral and cultural development (SMSC and PSHCE)
- Philosophy
- Problem solving/thinking
- Art, music, ICT, DT,
- Children's personal focus
- Visit or visitor
- British Values
- Deep learning

Time will be used flexibly to meet needs of children. This means that the length of topic and lesson can be trimmed or extended to meet learning needs of children.

Teachers will consider:

- Time to think
- Time to practise
- Time to reflect
- Time to review/revise
- Time for deep learning
- Time to question

The emphasis in planning must be on:

- ✓ High expectations
- ✓ High standards and good progress for every child
- ✓ Opportunities for 'deep learning'
- ✓ Opportunities for creativity
- ✓ Relevance
- ✓ Enjoyment!

Themed Days and Weeks

The aim of whole-school theme days or weeks is to establish a common purpose throughout the school, develop staff strengths and expertise, exemplify a lively curriculum to children and their parents, and for all involved to have some FUN. All the work will follow the common theme and focus on creativity and imagination.

Visits out – Visitors in, Extra Curricular Activities

Where possible and appropriate we invite musicians, artists, authors and other experts into school to work with the children and enliven the curriculum. Visitors can often broaden the curriculum and make links between subjects clearer. Children/classes may be taken out of school to visit particular appropriate exhibitions, museums, places etc pertaining to their curriculum.

The school offers a range of activities outside school hours. These may take place at different times of the year or for short periods and may be run by teachers from the school or outside agencies.

Subjects:

We teach the full programmes of study as described in the National Curriculum: See the National Curriculum document for the full detail.

Monitoring and Evaluation

The Head teacher monitors curriculum planning each term.

Subject Coordinators monitor coverage and progression in their own subjects by analysing medium term planning. They also monitor children's work and assessments and compare with the planning.

Evaluation: by the Headteacher through staff discussion, classroom observation and children's attainment. The Headteacher reports to Governors.

Other policies:

Refer also to policies for-
Assessment and Record Keeping
Special Educational Needs
SMSC
Equal Opportunities
Teaching and Learning
Marking & feedback
Individual subject policies
Behaviour Policy

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