



**Francis Askew Primary**  
**Curriculum Policy**

**School**

**2018/19**

**Review date:** July 2019

**Person currently responsible for subject:** Laura Martin (DHT) Rebecca Kingston (TLR)

**Introduction**

The Curriculum at Francis Askew is based on....

Content that makes learning motivational and successful for all involved. It is a knowledge-based approach to the curriculum as well as skills-based. The school employs a curriculum which covers and exceeds the requirements of the National Curriculum for England(2014) and includes specific content, adapted to the needs of the pupils. The curriculum drivers that the school has placed at the heart of it are the use of oracy and a strong financial education. These additional elements are key factors in preparing our pupils for a successful education and provide them with skills that will stay with them for life. We seek to instil confidence and high ambitions in all who are part of the school community.

The Curriculum has been organised around key objectives based on the government's stated age-related expectations for each year group. The curriculum defines essential learning objectives in each subject. The objectives for the core subjects and English, Maths and Science state clearly what each child is expected to know and skills they should possess by the end of each phase of their education. In Foundation Subjects there are relatively few in number and are therefore repeatable. This avoids a 'coverage' approach to teaching whereby many objectives are taught but not necessarily learned. Instead, the essential learning objectives may be repeated in a number of exciting and meaningful ways so that they are learned deeply. Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach which incorporates key skills.

**Essentials for Progress**

The Essentials Curriculum that the school follows sets out milestones for progress. For each essential learning objective, success criteria define the milestones. Pupils are expected to be at milestone 1 by the end of Year 2, milestone 2 by the end of Year 4 and milestone 3 by the end of Year 6. The milestones use the National Curriculum as a reference point but in most subjects they are more ambitious. Where this is the case, the school has identified key objectives in which pupils must be fully secure before they progress to the next milestone.

As a school, we believe that it is crucial that pupils are fully secure in key these areas and not being 'generally' capable.

### **Aims and Expectations**

The Curriculum aims are to:

- Develop the skills of communication and presentation in all areas.
- Give pupils a strong financial understanding and prepare them for life.
- Increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context.
- Help learners become more independent and take greater ownership of their learning developing children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.
- Give opportunity for a flexible timetabling approach to make space for true depth of study.
- Create and maintain an exciting and stimulating learning environment, through whole school themes.
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Enable the communication of knowledge and feelings through various art forms including art/craft, music and drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Help learners to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Give children greater opportunities to develop their thinking and problem solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Develop the use of ICT across the curriculum.
- Develop learners enquiring minds and scientific approaches to problems.

### **Effective Learning**

In order for the curriculum to lead to creative teaching and learning, the approaches in school need to be founded on the following principles;

- Children know what it is they are going to learn.
- Children know what they need to do to be successful learners.

- Children are helped to be able to assess their own learning and the learning of others.
- Children receive positive feedback that helps them to identify what they need to do next.
- Children have time to reflect and review their learning.
- Children feel cared about and are happy, secure, motivated and stimulated.
- The learning environment is well organised, attractive, stimulating and positive.
- Children experience a variety of learning situations, both indoors and outdoors.
- Lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience.
- Expectations are high.

### **Teaching and learning strategies**

Delivery during whole class teaching involves the use of open ended probing questions, visual stimuli and a variety of Cooperative Learning techniques; followed by a period of learning, where children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning. We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. (Further guidance can be found in the Teaching and Learning Policy). To achieve this, open ended tasks elicit a variety and depth of response; setting tasks of increasing difficulty and scaffolding where appropriate, practical opportunities are provided for kinaesthetic learners; using visual stimuli and artefacts are used to promote interest; Teaching Assistants are used to support the work of individual children or groups of children. Trips and visitors are organised to further understanding.

### **Curriculum planning and organisation**

The programmes of study of the National Curriculum tell us the minimum requirement of what needs to be taught in Key Stages 1 and 2. The aim is that the required Knowledge, Skills and Understanding are covered as many times as possible throughout the Key Stage. In order to track the progression of skills the Chris Quigley assessment criteria is utilised to ensure that children are given appropriate next steps. Long term plans indicate what themes will be taught and when. A web-diagram is developed for each pod of the school (year 1 & 2, year 3 & 4, year 5 & 6) which contains the National Curriculum objectives for each subject and ideas for activities. Possible trips, key texts for the term and dates for monitoring and parents days are also noted on the web-diagram. Every classroom then develops their learning environment to suit the current topic, through creation of effective role-plays and independent learning opportunities.

### **Assessment and record keeping**

Class teachers assess and record attainment and progress of the core subjects, (see Assessment Policy). Each half term children are assessed in the foundation subjects using Chris Quigley's Key Skills levelling criteria. Children who are working below, at and above expectations are noted. This information is then shared with the relevant subject co-

ordinators. Subject co-ordinators collect evidence; planning, assessment data, photographs, and work from year groups to compile a portfolio that allows them to assess how well their subject is being delivered.

### **Equal opportunities and special educational needs**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the ECM agenda. It is hoped that this approach will motivate and support children's learning at all levels including those regarded as Gifted and Talented, EAL and children identified with a Special Educational Need (SEN).

### **Monitoring and evaluation**

The Curriculum Leader is responsible for monitoring and reviewing the Curriculum on a termly basis through:-

- regular formal and informal discussions with staff
- regular observations of lessons
- regular scrutiny of children's work
- monitoring displays and the development of learning environments.
- monitoring planning to ensure curriculum coverage
- speaking with the children about their learning.

### **Communication**

Governors are kept informed of developments and priorities. Parents and carers are kept informed of developments, through regular Newsletters, assemblies, parents days and end of year reports.

### **Resources**

We value experiences and people as resources, and use them as resources as frequently as possible. Staff are asked to inform the subject co-ordinators if they require any resources for the delivery of a topic.

### **Health and safety**

See Health and Safety Policy.

Risk assessments are carried out for every field trip made and the equipment used in school has been checked and approved.