



At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

*Let your light shine brightly before others.*

Matthew 5:16

### **Our Ethos**

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

### **Our Aims**

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

# GRANGE VIEW FIRST SCHOOL

## Curriculum Policy 2024

**Grange View welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.**

Here at Grange View children are immersed in a stimulating and secure environment to enable all to succeed and achieve their full potential. Our personalised curriculum is engaging and meaningful. It enriches children's knowledge of the world and prepares them for their lifelong educational journey.

We have developed a broad and balanced curriculum which is organised on a two year cycle throughout the whole school. The curriculum has been mastered to include children's interests, consideration of our local context and planned carefully to address current priorities in our school. We believe a thematic sequence of learning supports our children to apply transferable skills and embed a secure understanding of all subjects within the curriculum. We do this by providing experiences that challenge them, develop their problem solving skills and help them respond positively to problems or mistakes. We want our pupils to be independent, resilient and confident learners.

Our curriculum plan has been well designed to grow caring citizens who value the world we live in and celebrate moments of awe and wonder. We utilise our outdoor environment and local context to enrich learning and give real life experiences. An understanding of what life is like in and beyond Northumberland, in Britain and in other parts of the world is built within our curriculum. We want our children, who come from a variety of backgrounds and have different needs, to have equal opportunities, to learn tolerance, respect and be ambitious.

It offers opportunities for collective reflections and inspires spiritual development that shapes daily lives and helps our children to form values which will allow them to make moral choices throughout their lives, not just during their school years. We want to raise every child's aspirations so they are ready to embrace new challenges in their next stage of education.

Reading, writing, oracy and mathematics are embedded in Early Years and built upon throughout their time at Grange View with ambitious and clear end points. This is designed to inspire, stimulate and build resilience to ensure children have the opportunities to be successful throughout their lives. We have a carefully devised skills progression for each subject that ensures core knowledge and vocabulary are revisited through a spiral curriculum at appropriate levels throughout their time in school.

In the current modern world we live in, we need to educate the children to embrace technology and use it carefully. Technology is used across all subjects on a daily basis and through digital literacy they know how to stay safe.

We work in partnership with home, school, church and the wider community to celebrate our Grange View children and jointly showcase their knowledge, articulacy, respect and ambition.

## **1. Values**

Our school curriculum is underpinned by the values that we hold dear at our school. 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 lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all 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. We organise our curriculum so that we promote co-operation and understanding between 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- Through our new skills based curriculum we intend to instil a love of learning that equips them to have aspiration life choices.

## **2. Aims and objectives**

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school and
- To acquire a solid basis for lifelong learning.
- to teach children the basic skills of English, Mathematics and Computing.
- To use the creative curriculum as a context to develop and deepen the children's vocabulary knowledge and application.
- To enable children to be creative and to develop their own critical thinking;
- To teach children about the developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage and local context.
- To enable children to be positive citizens in society and courageous advocates.
- To fulfil all the requirements of the National Curriculum (2014) and the Locally agreed Syllabus for Religious Education;

- To teach children to have an awareness of their own spiritual, moral, social and cultural development and understanding right from wrong;
- To help children understand and value the importance of truth and fairness linked to the schools' SPARKLE statement, and protected characteristics, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves, high self-esteem, and to be able to live and work co-operatively with others.
- To nurture thrive values, ensuring the wellbeing of all pupils and staff through a broad and balanced curriculum that is inclusive of all.
- To raise aspirations for pupils by providing real life contexts to their learning for example during STEM week.

### **3. Organisation and planning**

As a school, each subject has an S plan. This indicates what topics and which National Curriculum objectives are taught in each term. Alongside this, we have designed a progression of key concepts and skills which are suitably matched to each termly theme. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place including writing and mastery maths across the curriculum. Each topic is launched with a creative hook as well as arts and cultural opportunities being integrated through the termly learning. We have reviewed our long-term plan to ensure coverage across the Key Stages. An overview of the topics taught can be found in Appendix 1.

With our medium-term plans, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. A big question is used to scaffold and guide their learning in each session. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop. In addition, the skills ensure a clear progression in each subject throughout the year groups which equip them to have subject specific skills in preparation for future learning.

Weekly plans are written for English and Maths, showing provision for all groups of children with different abilities. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons as well as the opportunity for vocabulary development.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curricula, and there is planned progression in all curriculum areas, whilst ensuring that each topic engages and motivates all learners to succeed. To plan opportunities outside of the classroom such as visitors, trips and experiences that enhance the childrens' arts, skills and knowledge of a subject. Assessment is used intelligently to assess children's understanding of knowledge and skills.

In all topic lessons we use floor books to evidence the learning, using a mixture of videos, discussions, group tasks, written application and other creative outputs to showcase their understanding.

#### **4. Children with special needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Using the creative floor book model ensures all children can engage and access the learning without being hindered by academic disadvantage.

If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted and advice has been sought from external agencies and professionals.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need through the use of quality first teaching. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention group, pre-teaching or one-to-one support from Teaching Assistants and teachers.

The school keeps records of any support and professional involvement for each of the children who are on the special needs register. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into these records.

#### **5. The Early Years Foundation Stage**

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum in EYFS. Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences, as set out in this document. We use Read Write Inc as a phonic scheme. In addition, we use dough disco, wiggle squiggle, pen disco and pen pals. In Early Years, we lay the foundations for children to build on core skills in future years across the school.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the EYFS builds on the experiences of the children in their pre-school learning.

During the children's first term in the Foundation class, their teacher begins to record the skills of each child on entry to the school. Using the baseline assessment and teacher observations that are shared with parents through School360.

The Foundation Stage Profile is used to assess children's progress during the year. We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. This is done through Dojo, website and Facebook.

## **6. Key skills**

Our curriculum ensures progression in the following key skills:

reasoning;  
enquiry;  
working with others and communication;  
improving own learning and performance;  
problem-solving and creativity  
computer skills

In our curriculum planning, we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

## **7. The role of the subject leader**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives core subject leaders non-contact time when necessary, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school through learning walks, book looks and pupil voice, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned.

## **8. Monitoring and review**

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy review timetable and meet regularly with subject leaders.

The headteacher is responsible for the day to day organisation of the curriculum.

The headteacher and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed

Date: February 2024

Signed: \_\_\_\_\_

R. Griffin

Chair of Governors

Review: February 2026

***The governors at Grange View CE First School believe that everyone has a right to learn, to be respected and to be safe. We are intent on providing a caring, safe, happy and healthy environment for all our pupils, guided by the teachings of Jesus in delivering our Christian values and vision. We seek to enable all to flourish and achieve their full potential where both British and Christian values of care, kindness and respect are at the heart of all we do. The governors in all decision-making work collectively and collaboratively to enable everyone to 'SPARKLE'.***