



Grange View C.E. First School

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GRANGE VIEW FIRST SCHOOL

Curriculum Policy 2019

Our Vision – for children and adults to be happy, confident, responsible individuals who enjoy personal success and love learning.

Our Mission

- To provide a welcoming, stimulating and secure environment for all regardless of faith and culture.
- To value all students and staff as individuals and support them to reach their full potential.
- To provide a broad, balanced and stimulating curriculum that meets the needs of all.
- To deepen and enrich the schools relationship with Governors, parents, Community and church.
- To cherish and nurture responsibility for the environment.
- To provide high quality collective worship and opportunities for spiritual development.
- To strive for excellence in all we do.

Our Values

- The ethos of the school is underpinned by Christian values such as honesty, openness, friendliness, trust and respect.
- We aim to SPARKLE

Curriculum Policy

1. Introduction

Grange View CE First School offers a curriculum that is balanced and broadly based. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares pupils for the opportunities and responsibilities and experiences of later life.

At Grange View CE First School pupils are taught the three core subjects and the seven foundation subjects that make up the National Curriculum. At present, we are developing a language rich, creative and problem solving curriculum. Through overarching core concepts the children are taught key skills that will widen their aspirations in life and nurturing lifelong learners. These skills are interwoven into our topic based termly teaching, to engage all pupils and develop their skills of metacognition which are vital higher level thinking processes.

The content of our Religious Education provision is in line with the Northumberland agreed syllabus and as a Voluntary Controlled Church School, with the consent of Governors we supplement the locally agreed syllabus with units from the Diocesan Syllabus, Understanding Christianity. This is quite usual practice particularly with regards to the Christian units e.g. Festivals. A parent's right to request that their child is withdrawn from RE and identified aspects of sex education is respected by the Governing body.

As a church school we make provision for a daily act of worship and teach religious education at every key stage.

To deliver the curriculum teachers employ a variety of teaching methods and styles. Pupils are taught as a whole class, in small groups, and as individuals depending on the needs of the pupil and the learning intention of the lesson. Similarly, pupils may be grouped by ability, friendship, interest, age, or placed in mixed ability groups, depending on what is being taught. This variety of approach allows the teacher to match curriculum based tasks to the ability and interest of individual pupils.

2. 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.

3. 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;
- To enable children to be positive citizens in society;
- 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, 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.

4. Organisation and planning

Each year group has a long-term 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 Middle School.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. 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.

5. Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. 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 groups 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.

6. 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, supplemented other phonics activities. We use the Oxford Reading Tree reading scheme, supplemented with many texts from Storyworld and other suitable schemes. 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. We do all we can to build positive partnerships with the pre-school providers in the area. 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. This assessment forms an important part of the future curriculum planning for each child. 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.

7. 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.

8. 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 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.

9. 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: January 2019

Signed: _____

P. Treanor

Chair of Governors

Review: January 2022

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'.