



CURRICULUM STATEMENT

AUTUMN 2018

REVIEW AUTUMN 2019

ADOPTED BY THE GOVERNING BODY

SIGNEDChair of Governing Body

DATE:

TO BE REVIEWED AUTUMN 2019

Colmers Farm Primary School Curriculum Statement 2018

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually and presented to the Governors' Curriculum Committee, along with the Curriculum Policy in the Autumn Curriculum Meetings.

Rationale

- a) The curriculum that our school delivers has the purpose of giving our learners a stimulus and thirst for learning to take into their later years.
- b) Furthermore, it gives our learners the essential skills, knowledge and understanding to enter the next phase of learning that will assist them to take a purposeful place in society.
- c) Additionally, it is designed to promote social aspects of learning to ensure that the learners grow into positive and constructive citizens in the community in which they live.

Governing bodies are required to produce a curriculum statement annually. This replaces the requirement under the School Framework and Standards Act 1998 for a curriculum plan.

Curriculum Statement

The Staff and Governors of Colmers Farm Primary School aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every learner will have access to a rich, broad, balanced and differentiated curriculum. However, it is recognised that every learner has a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies and experiences. At Colmers Farm Primary School this means teachers using the flexibilities that already exist to ally high standards in the basics in the core curriculum with opportunities for enrichment and creativity across the curriculum.

Roles and Responsibilities

The Head Teacher takes overall responsibility for the curriculum.

The ISBC leaders manages the development of the curriculum, co-ordinating subject leaders, curriculum development and improvement as well as evaluating its effectiveness

Subject leaders monitor, enable planning and evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies and/or government guidance/National Curriculum.

Curriculum Governors evaluates the outcomes of the curriculum from information provided by the school teaching and learning team. They will determine overall

effectiveness, relevance through raising questions, analysing data and reviewing external reports (LA and Ofsted).

Common Values and Purpose

The curriculum whilst paying due regard to achieving high standards in English and Mathematics, is broad, creative and challenging but enjoyable;

The curriculum is designed to increase learner's knowledge, skills and understanding as they grow and develop and become more aware of the world around them;

The curriculum will be carefully planned and structured to ensure that learning is continuous, and that learners make good progress;

The curriculum will engage the learners' interest, encourage and motivate them to want to learn;

It will be exciting and offer learners first hand experience to re-inforce their learning and to underpin their growing knowledge, skills and understanding;

It will open their eyes to the creative world in the world in which they live.

It will engage their minds to reflect and evaluate about current and past issues so that they gain confidence in asking questions about the rights and wrongs of life so that they can be effective decision-making individuals of the future;

The cross -curricular provision will look for ways to incorporate numeracy and literacy in different/creative ways.

2) Broad Guidelines

- a) From Year 1 to Year 6 the curriculum consists of:
- b) The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans
- c) The National Literacy Strategy and the National Numeracy Strategy supplement the English and Maths curriculum respectively
- d) The LA agreed syllabus for Religious Education
- e) A bespoke PSHE curriculum
- f) Throughout the school opportunities will be taken to extend the curriculum beyond the statutory requirements through:
 - i) visitors, including artists, craftspeople, actors, musicians;
 - ii) the use of the school grounds, the locality and the wider environment;
 - iii) educational visits;
 - iv) many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

OVERALL CURRICULUM AIMS

We aim to make our children as articulate, literate, numerate and socially apt as possible. Therefore, we try our utmost to ensure our school curriculum is broad, balanced and challenging and aims to provide children with the opportunity to:

- * Embed key skills in order to prepare children for real life and everyday situations
- * Communicate, explore, enquire and challenge.
- * Experience enrichment where learning can take place beyond the classroom in places such as Forest School
- * Make a positive contribution to the school and the local community
- * Become reflective learners who have a sense of responsibility for their own learning and development.
- * Build up confidence and motivation to learn through the use of a range of learning and teaching styles.
- * Know the importance of perseverance, resilience and tolerance in order to achieve their potential best.
- * Use their acquired skills and knowledge and encourage them to observe, question and think.
- * Learn to value others, their views, cultures and beliefs in an inclusive manner.

Where children have special needs or disability we make provision for them so that they too can flourish. Further information about our SEN offer can be found on the school website.

We encourage children to be keen, enthusiastic, independent learners and we give them lots of opportunities to develop their inter-personal skills by working and co-operating with others. Through the curriculum, our SEAL programme and our THRIVE approach; we build their self-esteem and self-confidence.

Each year in school builds on the previous year. We assess progress and attainment and we regularly report to parents about how well their children are doing.

Phonics

At Colmers Farm Primary School we follow the Letters and Sounds programme which we supplement with resources from other schemes, such as the use of Jolly Phonics actions. Children are taught in both whole class sessions and groups in EYFS and Year 1 & 2. The groups are fluid and flexible according to children's progress and need. Year 2 teach phonics within a whole class session and differentiate according to the needs of individuals. Children's progress is tracked regularly and lessons are personalised to meet the needs of all learners.

Reading

Reading books are colour banded according to their difficulty level. Pupils are taught reading skills during Guided Reading lessons, phonics lessons, individual reading sessions and cross-curricular activities. Pupils' book band levels are checked regularly to ensure they are at the correct level. We employ a Reading Recovery teacher to support individual children requiring specialist intervention. Many of our TAs are trained

to deliver the 'Better Reading Partnership Programme' which accelerates the progress of pupils who need a boost. For more information on any of our reading or phonics provision, please do not hesitate to contact the school.

Computing

Computing is taught both with a skills based approach and across the curriculum. We will use the Rising Stars 'SwitchedOn Computing' Scheme of work. This covers the new Programme of Study for computing, including programming and computational thinking and delivers clear progression of skills.

Religious Education is delivered through the Birmingham Agreed Syllabus.

The range of topics taught in each Year Group can be found on the appropriate Year Group section of the website.

EARLY YEARS FOUNDATION STAGE CURRICULUM

The Early Years Foundation Stage (EYFS) is the statutory framework that all early years settings must meet to ensure that children learn and develop well. In our school this refers to both the two Reception classes. It promotes teaching and learning to provide the right foundation for good future progress through school and life.

The revised framework for the EYFS has been implemented from 1 September 2012. The framework can be found here [Early Years Foundation Stage \(EYFS\) - Schools](#). We teach this framework through topics that excite the children. Topics that we taught last year included Stories, Superheroes and Animals.

YEAR ONE AND TWO CURRICULUM

The Curriculum for Key Stage 1 (Years 1 and 2) consists of the National Curriculum. We aim to teach as much curriculum content as possible through our topic themes; however, some subjects are taught discretely where this is not possible.

The National Curriculum sets out the most important knowledge skills and understanding that every child has a right to learn. It is a framework given to teachers by the government, so that all school children are taught in a way that is balanced and manageable, but hard enough to challenge them. It provides standards that measure how well children are doing in each subject so that teachers can plan to help them do better.

In Key Stage 1 each year group has curriculum guidelines which set out in detail the content for each subject based on the National Curriculum Subjects. The subjects include English, mathematics, art, music, design technology, physical education, computing, history and geography, science and design technology.

In addition to the National Curriculum the school provides a wide range of visits and extra-curricular opportunities.

The National Curriculum can be found here:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Within each subject there are a range of skills and knowledge to be taught, as well as teaching the application of basic skills in English and Maths through other subjects, i.e. reading in all subjects, measuring and recording methods in Science etc. At the beginning of each new topic we gather the children's ideas through mind mapping and plan our teaching according to their interests and gaps in knowledge and understanding.

We place a strong emphasis on the development of basic skills that are necessary for lifelong learning.

We strive for rigour, excellence, equal opportunities and aim to promote British Values including universal moral values in every aspect of the curriculum as well as developing the Spiritual, Moral, Social and Cultural understanding of all our pupils. We are sensitive to the needs of all our children and carefully plan special educational provision to meet individual and group needs.

YEAR THREE TO SIX CURRICULUM

Children are taught lessons that follow the current orders of the National Curriculum. There are three core subjects, which take up most of the teaching time and include English, Mathematics and Science. In addition to these core areas the children study foundation subjects, which are: Design Technology, Information Communication Technology and Computing, History, Geography, Art, Music and Physical Education. The children also follow studies in Personal, Social and Health Education lessons. In addition, the children learn about religions in Religious Education.

3) THE CORE SUBJECTS

a) ENGLISH

In English, we plan and teach our lessons following the guidance of the New National Curriculum (2014). It provides the objectives for speaking and listening, reading and writing, outlining the objectives for each year group. Further guidance is given for handwriting, spelling, vocabulary and grammar.

Children receive daily one hour lessons which develop the skills required to write a variety of genres, both narrative and non-fiction. Grammar and punctuation is taught in context using text as a stimulus and to provide examples. In addition, each class undertakes a guided reading session which is carried out daily. Handwriting and spelling sessions are held every week to consolidate and extend skills.

Children are given the opportunity to extend their writing and apply the skills taught, throughout the whole curriculum.

b) MATHEMATICS

The mathematics taught in school follows the guidance of the National New Curriculum introduced in September 2014 for Years 3, 4 & 5, and in September 2015

for Year 6. Children follow daily one hour lessons in the following aspects of mathematics:

Years 3, 4, 5, 6

- Number and Place Value
- Fractions
- Measurement
- Geometry
- Statistics

The Year 6 curriculum also includes:

- Ratio
- Proportion
- Algebra

NCTEM, The White Rose Hub, in house guidance and a school calculation policy provide detailed guidance to support teachers in their planning. Each class also has an extensive resource bank of practical equipment, models and images. Weekly home learning, reflecting the week's work, is provided.

Each year, the children follow a programme of work that builds on what has been learnt before. The Mathematics ICT programme is used in school and at home to support children further and involve parents in their child's learning.

Mathematics is also integrated into other areas of the curriculum such as in science, design technology, art, history, geography and I.C.T.

c) SCIENCE

Children study living things, materials and their properties and physical processes as followed through the school's schemes of work. Investigative science is an integral part of this experience where variables, fair testing, measuring and observation, recording and analysis of data is a major part of the learning and teaching of science. We undertake at least two science investigation per term.

d) COMPUTING

The new computing curriculum is taught discretely in one of the timetabled sessions and is supported by an approved published Scheme of Work and extension activities.

Learning through ICT is a major part of all lessons. The school has up to date computers mostly contained in a specialist ICT suite, with fast internet connections installed. This is accessed by all learners 3 lessons per week. The school also have wireless, portable laptop provision for learning through ICT in each classroom. In addition, the school has 30 iPad tablets which are used across the curriculum by teachers, on a booked basis.

ICT learning is supported in lessons through use of interactive whiteboards with appropriate electronic packages used to demonstrate, elaborate, model, stimulate and question experiences. This usually involves whole class teaching. Specified SEND pupils have access to personal tablets/netbooks to allow for access to learning.

The children are taught to use a variety of software applications such as word processing, spreadsheets, databases and graphical programmes.

4) THE FOUNDATION SUBJECTS

a) HISTORY

Children are taught to understand how people lived in times past. The study includes: The Romans, The Celts, The Ancient Greeks, The Egyptians, Tudor England and the Victorians as part of their learning. Sometimes the children may go on a visit to a museum or another place of special historical interest.

b) GEOGRAPHY

In these lessons, children are taught to understand people and places near to and far from, where they live. They also learn about weather and climates, water, rivers and mountains, environmental changes and how to read and use maps.

c) ART AND DESIGN

This subject gives the children the opportunity to experience a variety of techniques using many different materials. They learn about art through investigation and understanding of various famous artists and examples of art from different cultures. The school has a specialist art studio.

d) DESIGN TECHNOLOGY

Design Technology is a practical subject. Children learn the importance of planning and design. This subject draws on their science, mathematics and art experiences to solve problems and find solutions. All Design Technology is taught through investigation, design, skill based practice, making and evaluating.

e) MUSIC

Singing, learning to play instruments and listening to music contributes to these lessons. Sometimes the children use music to form part of a production or assembly to be presented to the whole school; provision comes from an external, specialist teacher.

f) PHYSICAL EDUCATION

During these lessons children have opportunities to exercise, develop balance and explore the movement of their body. They also learn to play and co-operate with each other. Games, gymnastics and dance form part of PE, and Children in years 3 and 5 visit Northfield Swimming Baths for half of the school year each.

g) RELIGIOUS EDUCATION

These lessons follow the Agreed Syllabus. The children learn about world religions and are taught to respect their own and other peoples beliefs, cultures and lifestyles.

h) PERSONAL, SOCIAL AND HEALTH EDUCATION

Children in these lessons think about what it means to be good citizen, how to care for themselves and keep themselves safe and healthy. It examines relationships between various individuals and discusses less fortunate people in the world, agencies who can help us and the rules by which people live in order to have a fair and just society.

5) Inclusion - provision for all pupils

- a) Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual learners` needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils` skills, abilities and potential.
- b) The school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:
- c) Wave One: The effective inclusion of all pupils in a high quality lessons. (Quality First Teaching).
- d) Wave Two: Small group, low cost intervention e.g. Booster classes, Springboard programmes, Early Literacy support, Additional Literacy Support and Further Literacy Support, Social Use of Language Programme (SULP).
- e) Wave Three: Specific targeted intervention for pupils identified as requiring special educational needs support. Specific curriculum extension programs for the Gifted and Talented.

6) Self Esteem and Self Worth

- a) Achievement assemblies are held each week recognising the achievements of our learners.
- b) Weekly- Two learners each week are chosen for a Head Teachers Certificate each week on teacher chosen criteria
- c) Learners can also earn certificates and stickers for good attitudes or actions, decided by the class teacher, in the classroom.

Extra-curricular activities

A varying range of activities is attempted to be offered. These vary with availability and popularity with pupils.

7) Evaluation and Monitoring of this Statement

This statement will be evaluated annually each year, during the autumn Term by the Governing Body.