

# GALLEYWOOD INFANT SCHOOL

## Curriculum Policy

June 2008

Update January 2011

This curriculum statement reflects the aims of our school and includes broad principles upon which our curriculum is based and details how it is organised. It results from consultation with staff, governors, parents and children.

We believe that all children are entitled to an enriched, broad and balanced curriculum experience of the highest quality. Their education must enable children to respond positively to the opportunities and challenges of the rapidly changing world in which they will work and live.

"Every child is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to fulfil her or his potential to the highest possible standard, so that all, for the benefit of all, are able to shape their destinies and create a better world."

Every Learner Essex LEA 1992

The following 10 core experiences are provided each year as a '**minimum entitlement**':

- To perform in a concert to parents and/ or other relatives;
- To take part in a class assembly, shared with parents and visitors;
- To have the opportunity to receive recognition of their achievements as "star of the week".
- To go on an educational visit that involves travelling on a coach;
- To go on a visit in the local area;
- To visit St Michael's C of E Junior School for an assembly or performance;
- To watch a live performance undertaken by visiting professionals e.g. storytellers, musicians, actors or other performers;
- To have the opportunity to work with experts: an artist, musician, performer or author;
- To access 2 hours of high quality, organised physical activity each week.
- To have access to extended provision in the form of after school clubs-KS1.

### **Core principles and values**

Our school's curriculum will aim to promote pupil's creativity, inspire children to grow to love learning and enable children to reach their full potential.

Our curriculum has been designed to:

- Encourage children to become confident and flexible learners through opportunities to use their imagination, think for themselves, ask questions and view mistakes as part of the learning process.
- Develop children's self-esteem and engage them as partners in their own learning.
- Be broad and balanced, covering all subjects within the national curriculum.  
Thematic units are designed to link subjects meaningfully wherever possible to create an integrated curriculum and avoid compartmentalised learning.
- Be inclusive, meeting the needs of all children, and offering them challenge at an appropriate level. Assessment for learning will include daily, ongoing formative assessment, and occasional summative assessments.
- Support, encourage and develop different styles of learning

- Offer children first hand practical experience wherever possible.
- Enable all children to achieve the 5 Every Child Matters outcomes at a level relevant and appropriate to their age and stage of development:
  - *to be healthy*
  - *to stay safe*
  - *to enjoy and achieve*
  - *to make a positive contribution*
  - *to achieve economic well-being*
- Prepare children for life in the 21st century through an appropriate emphasis on developing pupil's thinking skills and supporting them in the development of research and enquiry skills.
- Utilise the powerful potential of I.C.T. to facilitate learning.
- Reflect the developing needs of the whole child. Our curriculum provides many varied opportunities for children's personal, spiritual, social and emotional growth with a clear focus on the development of citizenship and social responsibility.
- Be resourced fully with good quality and appropriate learning materials, educational equipment and visitors to enrich the curriculum experience for children.
- Value and celebrate diversity, acknowledging the multi-cultural, multi-linguistic and multi-faith nature of our society. Teaching approaches and learning resources are used to ensure there is no negative discrimination towards any learners.
- Information on the taught curriculum is supplied to parents on a regular basis through "Meet the Teacher" sessions,  $\frac{1}{2}$  termly planning and homework tasks.

Our curriculum is not content driven; key attitudes, skills and processes such as independence, enquiry, self-confidence, creativity etc are an important part of a child's learning, regardless of the content being taught. These skills are needed for lifelong learning and develop the whole child.

### **The Foundation Stage Curriculum**

- Is planned using the Early Years Foundation Stage Curriculum Document.
- Learning activities across the six areas of learning are linked together under a half termly Topic focus. These are:
  - *personal, social and emotional development,*
  - *communication, language and literacy,*
  - *mathematical development,*
  - *knowledge and understanding of the world,*
  - *physical development*
  - *creative development.*

Learning in the Foundation Stage is a combination of child-initiated play and playful adult-led opportunities, appropriate for the developmental stage of the children, and for individuals and groups. Planning is flexible allowing the interests of individuals and groups of children to be accommodated within a shared theme. (See Early Years Foundation Stage Policy)

## Curriculum Organisation in years 1 and 2

- The Frameworks for Literacy and Maths provide a long term planning structure, but flexibility in medium and short term planning allows teachers to respond to identified learning needs.
- Teaching of literacy is linked with the thematic unit but maths is generally taught discretely.

Science, History, Geography, Design Technology and Art and Design are taught within a topic framework spanning half a term. Lessons are blocked together to enable greater continuity and depth to learning. Organisation into Yr A and YrB provides a spiral curriculum where key skills can be developed in different contexts.

We plan for a range of learning opportunities within a term and a balance over the two year cycle. Starting points and an intended outcome for the half terms' work are important as they help set the scene for the learning ahead and they are decided with care. Six themes are planned for each academic year. P.E., R.E., Music and PSHCE are taught discretely but links to the topic are made wherever meaningful.

- Medium term plans for each year group outline the key experiences, learning objectives and skills to be covered each half term. They are refined each year to reflect differing needs within classes and to keep the curriculum alive, relevant and exciting.
- To facilitate continuity between the foundation stage into year 1, a balance between adult directed and child initiated learning is encouraged during the autumn term in Yr 1. There is an emphasis on opportunities for independent, self-directed learning and access to role play.
- Themed weeks including Healthy Weeks, Culture Weeks or weeks with an arts/science focus are held each term to enrich the provision. During these weeks children have opportunities to work with others throughout the school, developing social skills and learning from one another.
- Children in Year 2 are introduced to French; as part of their music curriculum all children in Year 2 learn to play the recorder
- The governors have an agreed policy for sex education.

This Curriculum Policy will be reviewed by teaching staff and governors every 2 yrs or more frequently to reflect changes to curriculum legislation.

Staff Agreement.....

Gov Agreement.....

Review.....