

# GALLEYWOOD INFANT SCHOOL

## Curriculum Policy

Updated January 2018



Staff Agreement 29<sup>th</sup> Jan 2018  
Review January 2021

Gov Agreement March 2018

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 pupils’ curiosity and creativity, inspire children to grow to love learning and enable all 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.
- Prepare children for life in the 21st century through an appropriate emphasis on developing pupils’ thinking skills and supporting them in the development of research and enquiry skills.
- Utilise the powerful potential of technology 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, ½ termly planning and homework tasks.

Key attitudes, skills and processes such as curiosity, independence, enquiry, self-confidence, creativity and resilience are an important part of a child’s learning, regardless of the content being taught. These skills develop the whole child and are needed for lifelong learning; they are accessible to the children through our Galleywood Learning Stars.

## **The Foundation Stage Curriculum**

Learning is based upon the Statutory Framework for the Foundation Stage Sept 2012.

The Early Years Foundation Stage is based upon four principles:

- *A Unique Child* – developing resilient, capable, confident and self-assured individuals.
- *Positive Relationships* – supporting the children in becoming strong and independent.
- *Enabling Environments* – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- *Learning and Developing* – An acknowledgement that children learn in different ways and at different rates

## **Learning and Development**

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.” The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Learning is planned to interest and engage children and is a combination of continuous provision and direct teaching of key skills appropriate for the developmental stage of individuals and groups. At Galleywood Infant School we use the ‘Development Matters in the Early Years Foundation Stage’ (2012) as a framework to implement our creative curriculum, supporting children through the three characteristics of effective learning, which are:

- *Playing and Exploring* - children investigate and experience things, and ‘have a go’;
- *Active Learning* - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- *Creating and Thinking Critically* - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **Curriculum Organisation in years 1 and 2**

- Frameworks for English and Maths designed by consultants working with our Network of schools provide a long term planning structure which meets all the requirements of the 2014 National Curriculum and includes additional skills appropriate for our children. Flexibility in medium and short term planning allows teachers to respond to identified learning needs. Teaching of English 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. Learning is organised as a spiral curriculum where key skills can be developed in different contexts through EYFS, Yr1 and Yr2.
- Computing skills are embedded within thematic units with some discrete teaching where appropriate.
- We plan for a range of learning opportunities across each year. 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 PSHE 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.
- To facilitate continuity between the foundation stage into year 1, a balance between adult directed and child initiated learning is encouraged at the start of the autumn term in Yr 1 with opportunities for independent, self-directed learning and 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.
- The governors have an agreed policy for sex and relationships education linked closely to our PSHE scheme.

This Curriculum Policy will be reviewed by teaching staff and governors every 3 yrs or more frequently to reflect changes to curriculum legislation.