



*'Doing our best to achieve our best'*

## **Clarendon Primary School & Children's Centre**

### **Curriculum Policy**

#### **Introduction**

This policy has been written to outline the school's approach and philosophy to its curriculum and curriculum planning and should be read in conjunction with other school policies identified below.

At Clarendon Primary School we strive towards providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant and crucial to their future. Through the provision of a broad and balanced curriculum, we provide all children with ongoing access to a Quality First Teaching.

Our school values are interwoven throughout our curriculum and help us to promote and develop an ethos of care and of mutual support; where effort is valued, success is celebrated and children always strive to 'do their best to achieve their best'. Our school values are:

- Perseverance
- Independence
- Respect
- Resilience
- Honesty
- Friendship
- Collaboration
- Trust

We believe that understanding these values will enable children to become proactive and lifelong learners as well as active, responsible and caring members of the school and of the wider community.

#### **Aims**

At Clarendon Primary School, we are committed to providing high quality learning experiences that meet and enhance the requirements of the 2014 National Curriculum and the current Surrey Agreed Syllabus for Religious Education. We have developed a school curriculum and progressive schemes of work that reflect the content and challenge outlined in these documents. Teachers receive ongoing training and development on the key areas of the curriculum and work together to regularly reflect on content and practice to ensure our curriculum and teaching pedagogy meets the needs of our children.

We aim to provide the children with a rich, inspiring and relevant curriculum that will foster a love of learning and equip children with the skills, knowledge and understanding necessary to be ready for the next stage of their education journey. The curriculum we teach aims to develop children's independence and resilience in learning.

We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect as well as tolerance of those with different faiths and beliefs. As well as meeting the requirements of the National Curriculum, we also provide a range of extra-curricular enrichment opportunities both during the school day and after school into which we interweave our school values.

## **Curriculum Organisation**

As a school we carefully plan our curriculum in year groups, ensuring clear progression, coherence and a full coverage of all aspects of the 2014 National Curriculum requirements. These can be found on the National Curriculum website: [www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4](http://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4)

## **Curriculum Planning**

**Clarendon Primary School's curriculum planning is based on the following guidance and documentation:**

- The Early Years Foundation Stage Framework, the Development Matters guidance and the Foundation Stage profile;
- The Primary National Curriculum 2014;
- The Surrey Agreed Syllabus for Religious Education;
- The School's PSHE scheme of work;
- A variety of schemes selected by the school aimed at meeting the needs of our children.

Curriculum planning is undertaken in 3 phases; long term, medium term and short term.

### **1) Long Term Planning**

Our 'Whole School Curriculum Map' and individual year group curriculum newsletters plot the content covered by each individual year group and each individual curriculum area, (YR-6). These enable us to ensure balance and progression across the school and identify cross-curricular links as well as opportunities for educational visits.

### **2) Medium Term Planning**

- For English and Mathematics we follow guidance provided by the National Curriculum Programme of Study for each subject area;
- For Literacy we subsequently use our Literacy Matrix and SPAG medium term plans, alongside a range of high quality texts to inspire and excite the children;
- For mathematics we subsequently group topics and teach these in line with the expectations in the 2014 Primary Curriculum;
- Within the Nursery and Reception our medium term plans are based on the Early Years Foundation Stage Framework, the Development Matters guidance documentation and, in Reception, the Foundation Stage Profile as well as on the children's own interests. These are then delivered through broad topic headings.

### **3) Short Term Planning**

Short term plans are drawn up by year groups for all core and foundation stage subjects each week. These plans identify the learning objective, the success criteria, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities and resources for learning.

## **The Early Years Foundation Stage**

The curriculum that we teach in the Nursery and Reception classes meet the requirements set out within the EYFS documentation guidance; focusing on providing a play based curriculum that teaches the key skills outlined within the 3 prime areas and 4 specific areas of learning as well as promoting the development of the 'key characteristics of learning' - *Playing and exploring, (engagement) Active learning, (motivation and creating and thinking critically, (thinking)*. Our curriculum aims to develop these skills at the appropriate developmental stage and on providing children with opportunities that will stimulate their own ideas and interests, encourage their curiosity of the world around them and ignite a 'love of learning.

We use 'Letters and Sounds' as our phonics scheme, which is supplemented by 'Big Cat Phonics' activities. To support the early development of reading we use a range of reading schemes and books that help inspire and excite the children and develop an early love of reading.

Clarendon Primary School fully supports the principle that young children learn best through play and by engaging in well-planned structured activities that build on the pre-school learning experiences children have had prior to joining us. (To this end, we do all we can to build positive partnerships with other pre-school providers in the area that act as feeder provisions to our reception class.)

We are well aware that all children need the support of their 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 their child is progressing.

### **Children with special educational needs and/or disabilities**

At Clarendon Primary School we believe that all children should be treated as individuals and believe that all pupils, regardless of their particular needs, should be provided with an inclusive learning environment that offers ongoing access to quality first teaching, accessible learning opportunities, effective support and targeted intervention to enable them to make the best possible progress in school as well as foster in them a feeling of being a valued member of the wider school community.

**Everyone** has the right to succeed and we are committed to helping every child achieve their full potential as well as receive access to the learning experiences required to ensure they are able to achieve their best.

Please refer to the School's SEND Policy for further details of how assessment and SEN provision is used, delivered and organised in school.

### **Subject Specific Guidance**

#### **English**

Our English curriculum is planned to develop the basic skills of reading and writing, the enjoyment of books and effective communication in speech and writing. The key aim for English in the national curriculum is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word in order to develop a love of literature through widespread reading for enjoyment. Within English the areas of spelling, vocabulary, grammar and punctuation are integral. The Letters and Sounds programme of systematic, synthetic phonics supports and extends the development of children's literacy throughout Early Years and Key Stage 1.

At Key Stage 2, children develop as independent readers and writers. Oral skills and self-confidence are developed by participating in discussions and debates, by presenting learning to others in the class, by presenting class assemblies to the school and parents and through participation in plays and productions. When children's reading skills have developed to the stage when they no longer need the structure of the reading scheme, teachers introduce our fluent readers to our 'rainbow readers' which include a wide range of recommended texts. The skills developed in English are applied in other subjects across the curriculum.

## Maths

The mathematics curriculum aims to ensure that pupils become fluent in the fundamentals of mathematics; developing conceptual understanding and the ability to recall knowledge rapidly and accurately, reason mathematically and solve problems by applying their understanding in different contexts. Maths programmes of study are organised into distinct domains. In both Key Stage 1 and 2 this is; number, measurement and geometry with the addition of statistics from Year 2 onwards. We teach mathematics so that our pupils develop their understanding and enjoyment. Where possible we apply it to everyday life.

## Science

We deliver the National Curriculum for Science through developing scientific knowledge and conceptual understanding, conducting scientific enquiries and, wherever possible, through practical learning and hands-on experience. Children learn to carry out investigations safely, are encouraged to think logically and to adopt a methodical approach to working, recording, interpreting and presenting their results.

## Computing

Clarendon Primary School has an extensive range of ICT resources including a purpose built ICT room with 30 computers, a class set of Learn Pads and Interactive TVs in all classrooms. Each class has at least one weekly teaching session in the ICT suite and the Learn Pad tablets are used within the classrooms to extend the use of ICT and support the wider curriculum.

## History and Geography

Much of the History and Geography curriculum taught at Clarendon is supported by well-planned and relevant enrichment activities to make the children's experiences and learning as real and as practical as possible. This is achieved through trips and visits, visitors, workshops and themed days.

Examples of some of the enrichment activities and when they take place are detailed below:

	Autumn Term	Spring Term	Summer Term
<b>Year 1</b>	<ul style="list-style-type: none"><li>London Fire Brigade Museum trip (cross-curricular trip with PSHE and Great Fire of London)</li></ul>	<ul style="list-style-type: none"><li>Ashford fieldwork trip – War Memorial</li><li>Visits from local residents and Chertsey Museum</li></ul>	<ul style="list-style-type: none"><li>Windsor Castle trip or Themed dressing up day for Castles topic</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>London fieldwork trip to sketch historical landmarks and visit the Tower of London</li></ul>	<ul style="list-style-type: none"><li>Visit from Chertsey Museum for Henry VIII and the Tudors topic</li></ul>	
<b>Year 3</b>	<ul style="list-style-type: none"><li>Trip to Butser Ancient Farm for Stone Age to Iron Age topic</li><li>Trip to the Poppy Factory in Richmond for WW1 learning</li></ul>		<ul style="list-style-type: none"><li>Trip to Haslemere Museum for Ancient Egyptians topic</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>Roman Themed Day and workshop</li><li>Spelthorne Museum trip to learn about Staines in the past</li></ul>	<ul style="list-style-type: none"><li>Chertsey Museum visit for the Ancient Greeks</li><li>Greek restaurant experience and Themed day</li></ul>	<ul style="list-style-type: none"><li>Sayers Croft residential (3 days)</li><li>River Thames visit</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>Anglo- Saxon themed Day</li><li>Anglo-Saxon Workshop</li></ul>		<ul style="list-style-type: none"><li>Trip to Imperial War Museum or Brooklands Museum for WW2 topic</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>Anglo-Saxon Workshop</li><li>Trip to British Museum for Anglo-Saxon topic</li></ul>		<ul style="list-style-type: none"><li>School –based workshop and theatre visit, to support the study of Shakespeare (Literacy &amp; History link)</li><li>5 day residential to Liddington (either in Year 5 or Year 6)</li></ul>

## **Art and DT**

Art and Design Technology is taught through the practical application of skills and, where possible, using cross curricular links. Through evaluation children learn to develop a critical understanding of past and present art, design and technology.

## **PE**

We believe that physical education is vital in contributing to a child's physical and emotional development as well as promoting and encouraging overall good health. To that end, every child is expected to be a fully active participant in twice weekly PE lessons.

As a school we follow two different schemes, both aimed at developing different aspects of physical education. Indoor sessions largely follow the LCP scheme and focus primarily on teaching dance and gymnastic activities. Whereas outdoor sessions follow the Real PE scheme and focus on developing and practicing sport-based skills as well as developing competition and cooperative learning.

In addition to skills focused PE lessons, children have the opportunity to further develop their enjoyment and skills in sporting activities by attending a number of different after-school clubs through the year, including football, tennis, yoga, rounders, netball and athletics. Many of these clubs offer the opportunity for children to play competitive sport against other schools, which help further develop their teamwork and cooperation skills as well as help teach the key values of winning and losing well.

As a school we also run regular Gugafit sessions at lunchtimes, which are planned and led by pupils. During these sessions children enjoy a range of different physical activities with their peers.

Our PE curriculum is designed to help all pupils work towards becoming independently active and to help provide them with the skills and motivation required in order to choose physical activity as a lifestyle choice.

The school programme aims to develop skills and concepts in relation to creativity, physical activity, health and fitness, cognitive skills and personal-social skills.

## **Music**

At Clarendon Primary School we firmly believe that a high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians as well as so increase their self-confidence, creativity and sense of achievement.

The National Curriculum is taught to each year group. Children listen and apply their knowledge and understanding through a range of musical based activities. They also develop their skills through the interrelated skills of Performing, Composition and Appraising. The children progress by understanding and exploring how music is created, how it is produced and how it is communicated through pitch, duration, dynamics, tempo, timbre, structure and appropriate musical notation. Throughout the school Charanga scheme of work is used as the basis for curriculum planning.

## **MFL (French)**

Children begin to learn a Modern Foreign Language (French) when they enter Year 3. Learning a foreign language in Key Stage 2 provides pupils with the opportunity to find out about other cultures, to recognise that people around the world communicate using different languages, whilst encouraging their curiosity of the world and promoting a desire to learn further languages. French lessons aim to develop the children's ability to understand spoken French as well as communicate orally and in writing.

## **PSHE, RSE and Citizenship**

Personal Social Health Education (PSHE) is a National Curriculum subject which contains several specialist areas. These include:

- Drug Education
- Economic Well-being
- Financial Capability
- Emotional Health and Well-being
- Staying safe
- Relationships and Sex Education (RSE)
- Healthy Eating/Healthy Lifestyles

At Clarendon our scheme of work is based on the Wiltshire Healthy Schools Programme and the pre-2014 PSHE curriculum.

Within Clarendon Primary School PSHE is seen as *‘a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people’s personal, spiritual, moral, social and cultural development’.* (National PSHE programme)

For more detailed information about the PSHE curriculum and how it is taught and organised in the school, please refer to our separate PSHE and Citizenship and the Relationship and Sex Policies. These can be found on our school website.

## **RE**

The Surrey Agreed Syllabus for Religious Education is used as the basis for planning. This aims to enable children to develop their knowledge and understanding of Christianity and of the other principal religions represented in Great Britain, both through their history and their contemporary diverse expressions. RE lessons aim to develop pupils’ knowledge and understanding whilst encouraging them to explore, reflect and respond to religious beliefs, values and experiences.

Right of withdrawal – We expect all children to take an active role in R.E. lessons; however, any parent can request permission for their child to be excused from these sessions. When this occurs, alternative arrangements are made for these children, which include the completion of other learning tasks. At these times children are supervised by a member of staff.

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

**Each subject has a subject leader and their role is to:**

- provide a strategic lead and direction for their subject area;
- review the curriculum plans for their subject, ensuring that there is a full coverage of the National Curriculum, there is appropriate progression across the school and there are purposeful and relevant learning experiences planned for each year group;
- ensure that appropriate teaching strategies are used
- review the way the subject is taught in the school, plan for improvement and develop planning links to whole-school objectives;
- monitor pupil progress across the school in their subject area;
- support and offer advice to colleagues on issues related to their subject;
- provide efficient resource management for their subject;

- liaise with the Senior Leadership Team with regards to ongoing subject developments.
- keep up to date with developments in their subject, at both a national and local level.

The school gives subject leaders non-contact time, when necessary, so that they can carry out the necessary duties involved with their role.

### **Relevant policies**

This policy should be read in conjunction with the following key policies/documents:

- Assessment policy
- Learning and Teaching policy
- EYFS Policy
- SEND policy
- Marking policy
- Equality policy
- Children with medical needs policy
- Collective worship Policy
- PSHE and Citizenship policy
- Educational Visits Policy
- Relationship and Sex Education Policy
- Home learning Policy
- School's whole school curriculum map, which can be found on the school's website
- Each year groups termly curriculum newsletter, which can also be found on the school's website.

### **Policy 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.

Date reviewed: Spring Term 2017

Review date: Spring Term 2020