



**High Bank Junior Infant and Nursery School**

**Curriculum Policy**

**Review: February 2019**

**Next review: February 2020**

## **High Bank Junior, Infant and Nursery School Curriculum Policy**

At High Bank Junior Infant and Nursery School, we aim to enthuse all our children and promote a life-long love of learning, through developing a creative and cross-curricular programme. Our curriculum aims to deliver a twenty-first century education that will equip our children with the lifelong skills required to be independent and responsible citizens.

Children learn best when they can see links between subjects and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

### **Inclusion**

At High Bank School, we value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of gender, race, religion or abilities.

### **We aim to deliver this through:**

- Fulfilling all the requirements of The National Curriculum and the Local Agreed Syllabus for Religious Education.
- Teaching topics which have a strong emphasis on citizenship, community, finance, enjoyment, achievement, safety (including e-safety) and hygiene.
- Equipping children with life skills, through practical work and providing opportunities to consolidate these through a range of exciting and appropriate topics.
- The provision of a broad and balanced curriculum, which creates opportunities for pupils to have new experiences within a stimulating and interactive environment in which they can develop their imaginations, ideas and opinions.
- Providing opportunities for children to learn within and beyond their immediate environment and beyond in order to broaden their outlook on life.
- Making learning more purposeful and meaningful, by relating it to everyday life where possible and putting it into context.
- Having a flexible time-tabling approach in order to allow for deeper learning opportunities at the most appropriate time and to make space for true depth of study.
- Furthering links within the local community through contributions and involvement with parents, professional groups and agencies as well as continuing to forge links with our network of schools, and organisations to develop a cohesive learning community.
- Building on pupils' achievements and providing them with opportunities to celebrate their successes and listening to the pupil's voice and involving pupils in planning and decision making so they are able to take more ownership of their learning, in order to become independent learners.
- Bringing learning to life through interesting visits, visitors and exciting theme days.
- Ensuring progression is ongoing and monitored to ensure progress is being made by building on what children already know from each key stage.

- Developing team working skills through subjects such as PE, PHSE, out of school clubs etc.
- Through assessment, identify any additional resources to enable children with SEN to access the curriculum

### **Our curriculum aims to develop caring and responsible citizens who:**

- Are keen to learn and develop skills
- are secure in their values and beliefs
- respect and help others
- recognise responsibilities in the wider school community
- have a sense of worth, pride, purpose and personal identity
- are able to challenge injustice
- make informed choices
- have enquiring minds and aspirations
- can communicate well
- are able to learn independently and with others
- have essential learning skills in English, Maths, science and Computing
- are creative and resourceful
- work co-operatively
- develop problem solving skills and resilience
- use, apply and transfer skills to differing situations
- are confident individuals who are able to live safe, healthy and fulfilling lives
- can relate to others and form good relationships
- know how to sustain and improve the environment and take into account the needs of present and future generations when making choices.

### **Curriculum Planning**

Each curriculum area is allocated to a subject co-ordinator who oversees planning, resources, teaching, skills coverage and assessment throughout the school. This monitoring is continuous throughout the year through subject audits, Book Looks, Learning Walks, photographic evidence and topic books. A Subject Action Plan is used to develop the subject. In our curriculum planning we recognise the importance of key skills, so the children's progress can be identified and monitored. All subjects contribute to a child's progress in these skills. At High Bank we believe that all children need to make good progress in these skills areas in order to achieve their true potential.

We have incorporated the National Curriculum, Symphony Assessments and Early Years Foundation Stage (EYFS) objectives to ensure that we meet our statutory obligations. The different parts to our planning are as follows:

#### **Long term planning;**

This gives a broad outline of the themes and topic areas taught in each year group. Its aim is to show progression and continuity between skills taught in a cross-curricular way across school. Each topic is taught for a half term or term in some cases.

**Medium Term Planning:** This aims to show specific objectives and skills to be taught within each area of the curriculum and the links between them, which are then covered within the topic.

**Weekly Planning:** Our short term plans are those the teachers write on a weekly basis, these break down the objectives into weekly achievable targets and activities. Charanga is an online planning document used for the delivery of our Music curriculum alongside professional music teachers from the Local Authority. For French planning, La Jolie Ronde is used.

### **Foundation Stage**

Our foundation stage curriculum is guided by the Early Years Foundation Stage (EYFS) Guidelines and principles. At High Bank School we have endeavoured to ensure that foundation units provide a firm basis for progression through school. We have used the excellent practise and theories embedded in early years practise as a springboard for developing a whole school approach to teaching and learning within a cross curricular curriculum. All topics covered by foundation link progressively with those taught across school.

Long term planning and topics are encouraged to be flexible year on year as long as the objectives from the National Curriculum are being covered.

Planning will be monitored by the Senior Leadership Team (SLT).

### **Monitoring and Evaluation and Assessment**

Curriculum Action Plans are in place to outline and monitor the whole school developments.

The SLT takes the role of monitoring the progression, continuity and effectiveness of the curriculum, alongside of the governing body. Curriculum Co-ordinators are encouraged to develop a programme of Continuous Professional Development (CPD) to keep them up to date with developments in their own curriculum areas.

### **Resources:**

Each subject co-ordinator has developed an action plan. This includes auditing current resources and identifying gaps in provision. A budget allocation supports co-ordinators to ensure that resources are kept up to date and in good condition. People, trips and theme days are valued as resources and where possible each year group will endeavour to provide the pupils with a range of diverse, interesting and exciting experiences to enable a deeper understanding of the skills and concepts taught.

### **Individual Assessment and Recording:**

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately as well as meeting the needs and requirements of the children and ensuring high levels of expectation and support.

Pupils are assessed at the end of every topic/theme against the National Curriculum and Symphony Assessments. Working walls and Washing Lines are used to help children remember key learning and will be referred to throughout the academic year to make links between topic, key events and key learning skills. Assessment for Learning (AfL) is a key aspect which forms a large part of our daily teaching and we use this to inform next steps whilst working through a topic/theme.

A pupil's progress is assessed by teachers throughout each year and reported to parents in a written report during the Summer term of each school year, and at parental consultations in the autumn, spring and summer Terms. During the Foundation Stage our teachers begin to record the skills of the pupils. The Foundation Stage profile is used to assess children's progress during the year. In Key Stage 1 children have their performance formally monitored through teacher assessments and levels of attainment are subsequently recorded and reported. Pupils in Years 3, 4 and 5 also receive teacher assessment and formative assessments to allow teachers to further monitor progress and the school monitors this progress against national standards. In Year 6 pupils also have their performance formally monitored through standardised testing and levels of attainment are reported and recorded.

### **Policy Monitoring, Evaluation and Review**

The effective implementation of this policy will be monitored by the SLT.