

CURRICULUM POLICY

The curriculum covers the whole of the taught and untaught curriculum. It includes planned lessons and the ethos of the school. We believe that the curriculum should be broad, balanced, relevant, and meet the needs of all children whatever their ability.

We ensure that children have a range of learning experiences throughout school that challenge, stimulate them and promote thinking. The curriculum is progressive from Early years to year 6 and is based on first-hand experiences. EYFS Children develop independence and concentration, working at activities based on a 'hands-on' approach with active learning through play as an important feature of the children's experience.

We use the IPC throughout KS1 and KS2.

We follow statutory guidance for Early Years and National Curriculum in KS1 and KS2

Aims

- to develop a lifelong love of learning
- Contextual and purposeful learning
- Give children a breadth of experiences outside school including residential, theatre and music visits
- A range of basic skills integrated into topic including English, maths, ICT skills, as well as skills such as cutting and sticking and drawing.
- Preparing children socially for adult life
- Preparing children to be global citizens who value other cultures
- Value all subjects especially creative subjects
- focus on quality and depth of learning
- develop problem solving skills
- follow children interests and national/ international events wherever possible and/or important
- develop personal attributes especially persistence and learning to work with others
- teach children about the importance of, and how to, live a healthy lifestyle

Statutory information

Early Years - Nursery and Reception follow the Early Learning Goals and EYFS practice guidance

KS1 and KS2 national curriculum

The National Curriculum (2014) provides a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and society and prepares pupils for the opportunities, responsibilities and experiences of later life.

It is organised by year group, with the expectation that children will be achieving at a set level in each different year group.

EYFS

In EYFS there is a focus on the prime areas which underpin all learning, together with the specific areas which focus on essential skills and knowledge. At Malmesbury we focus on a high focus basic skills in English and maths within a broad and balanced curriculum covering all of the EYFS areas. Below are listed the Prime and Specific Areas.

Prime Areas

- **Personal, Social and Emotional Development** – making relationships, self confidence and self awareness, managing feelings and behaviour
- **Physical Development** – moving and handling and health and self care
- **Communication and Language** – listening and attention, understanding, speaking

Specific Areas

- **Mathematical Development** –Numbers, Shape, space and measures
- **Literacy** – reading and writing
- **Understanding the world** – People and communities, the world and technology
- **Expressive art and design** –exploring and using media and materials, being imaginative

Our approach to learning is based on the **Characteristics of Effective Learning**. These are:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

Key Stage 1 and Key Stage 2 subjects

- **Core Subjects:** English, Mathematics and Science
- **Foundation Subjects:** History, Geography, Art and Design, Computing, Design and Technology, Music and Physical Education,
- In Key Stage 2 children also learn a **foreign language**.
- Children are also taught **Religious Education** at both Key Stage 1 and 2

In KS1 and 2 our focus is on a broad and balanced curriculum with basic skills in English and Maths at the heart. Please read this policy in conjunction with the English and Maths policies.

Approaches to learning

Throughout school we aim for the curriculum to be broad, balanced and exciting.

In topic work we aim to make learning purposeful by beginning each topic with a hook and ending with an outcome. To bring learning alive we use lots of first hand experiences including trips, in school experiences e.g. Now Press Play, and workshops. We base foundation curriculum learning on the International Primary Curriculum (IPC).

The link between home and school is important and we send home homework in reading, writing and maths every week. Children also participate in home learning projects at least once a term to deepen their understanding of their topic.

Planning

Teachers turn statutory guidance and long term plans into medium and short term plans. This is done in teams either in year groups or phases as appropriate. Plans show differentiation between year groups and give all necessary information to teachers without being burdensome in terms of paperwork.

In EYFS teachers plan indoor and outdoor activities based on the needs and interests of the children, covering the EYFS guidance over the two years of Nursery and Reception.

In KS1 and KS2 teachers plan weekly for English and Maths and half termly for all other subjects. We use IPC in KS1 and KS2 as a basis for most foundation curriculum learning.

Role of the subject leader

Subject leaders develop their subject through a range of activities including supporting teachers, organising the curriculum and developing the strategic direction of their subject. They monitor and evaluate provision and standards. Subject leaders work in a core curriculum team (English and Maths) and a foundation curriculum team (all other subjects including Science).