

Fairhouse Primary School



Curriculum Policy

Updated: Autumn 2018

To be reviewed: Autumn 2020

At Fairhouse Primary School, we believe that our curriculum should be broad, balanced, engaging and relevant and meet the needs of all the children. The curriculum is comprised of The National Curriculum and the wider curriculum. We ensure that children have a range of learning experiences that challenge, stimulate and promote thinking and learning. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others whilst developing knowledge and skills, so that they achieve their full potential.

Aims and objectives

The aims of our school curriculum are to:

- enable all children to learn and develop their skills to the best of their ability;
- promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- teach children the essential skills of English, Mathematics and social development;
- enable children to be creative and to develop their own thinking;
- teach children about their developing world, including how their environment and society have changed over time;
- help children understand Britain's cultural heritage and promote British values;
- enable children to be positive citizens in society;
- fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- teach respect for our world, and how we should care for it for future generations, as well as our own;
- promote co-operation and understanding between all members of our community;
- teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all; and
- enable children to have respect for themselves, have high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning

At Fairhouse, our curriculum comprises of daily English and Maths lessons, and foundation subject units.

Foundation subjects are taught through a half-termly theme. Within each theme, subjects are taught in unit blocks. We enable children to build on a range of skills and knowledge to make progress in their learning and understanding. Meaningful learning links are made between different subjects and skills are transferred from other areas of learning.

We carry out planning in three phases (long-term, medium-term and short-term). Our curriculum details what we teach in the long-term and identifies the key objectives in each subject for each year

group. In devising our long term plans, we have ensured that there is full coverage of the National Curriculum over the key stages.

Our medium-term plans give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly (short-term) plan for the teaching of all subjects. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning.

All forms of planning are regularly reviewed by subject leaders and the Senior Leadership Team.

Curriculum subjects

We use a range of teaching styles, resources and stimuli to teach the curriculum and children take part in enriching and stimulating trips and events. We expect a high standard and quality of work produced, particularly in relation to written and spoken English and basic maths skills.

Core Subjects: English, Maths and Science

As core subjects, the provision for English, Mathematics and Science is detailed in individual policies. These policies include information about: teaching and learning, schemes of work, planning and organisation and assessment and recording.

Physical Education

At Fairhouse, PE provides opportunities for pupils to become physically confident in a way which supports their health and fitness. They have opportunities to compete in sport and other activities which build character and help them to embed values such as fairness and respect. PE is taught by our sports team, which comprises of a sports coach and two sports teaching assistants. Our curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities;
- are physically active for sustained periods of time;
- engage in competitive sports and activities; and
- lead healthy, active lives.

Religious Education

Pupils at Fairhouse learn about Christianity and other principal religions, recognising their impact religion and belief on individuals and society, nationally and globally. They also develop awareness of the fact that many people's beliefs change in the light of their experiences. This is done in the spirit of respect and open mindedness, so that barriers, misunderstandings and prejudices are broken down while critical awareness is retained.

Pupils make connections between different aspects of religion and consider various forms of religious expression, including the use of symbols. They consider some beliefs, teaching practices and ways of life that are central to religion. In doing this, pupils go beyond informative, engaging feelings and imagination so as to display a degree of empathy with different believers. They learn

about sacred texts and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and belief systems. They extend the range and use of specialist vocabulary

They recognise challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They engage at a personal level with important life questions. They consider their own beliefs and values and those of others in the light of their learning in RE.

Music

Our music curriculum is engaging and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Our curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Computing

We teach Information and Communication Technology, Digital Literacy and Computer Science. Through computer science, pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Our curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Geography

Pupils are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

They develop an understanding about the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils develop knowledge about the world, the United Kingdom and their locality. They use geographical skills, including first-hand observation, to enhance their locational awareness.

History

Our history curriculum enables pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. They learn about the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;

between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Art and Design

Our curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Our curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Design and Technology

Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Our curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Our curriculum covers all aspects of the design process: design and making process. Pupils are also taught, through cooking and nutrition lessons, how to prepare and cook foods.

Modern Foreign Language

At Fairhouse, French is taught in key stage 2. Our curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

PSHE

Children learn about how to keep themselves physically and mentally safe and happy in order to become good citizens and role models. They learn about life in modern Britain and the importance of setting career goals and having financial awareness. They also learn the importance of physical activity and diet for living a healthy lifestyle. Drug education and Sex and Relationship Education is delivered / taught by specialists.

All children follow the same programme of study for CPSHE, allowing the skills to be built upon each year and issues and themes explored in more depth.

Assessment

Assessing attainment and progress in foundation subjects is carried out effectively at Fairhouse in the following ways:

- pupils self-assess their knowledge and skills prior to a unit of work and at the end of each unit;
- teacher assessments are carried out and outcomes are tracked in all foundation subjects at the end of each unit; and
- foundation subject investigations are carried out at the end of each year.

All formal and informal data collected is used to inform teaching, address misconceptions and fill gaps in learning. As skills are built upon throughout the key stages, progress is tracked and monitored.

Teaching to children with special educational needs:

At Fairhouse Primary School, all children are given the opportunity to access our curriculum, whatever their ability. We provide a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different actions to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Pupils on the SEN register receive targeted intervention in different aspects of their learning.

Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching is the responsibility of the Subject Leaders and the Senior Leadership Team. Subject leaders manage and monitor their subject through looking at: quality of teaching; achievement of pupils; quality of leadership; quality of the curriculum; and the overall effectiveness. Evidence is collected and analysed throughout the

year in order to further develop the provision of subjects. The work of the Leadership Team also involves supporting colleagues in teaching, being informed about current developments, and providing a strategic lead and direction for the curriculum in the school.