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Thorndown Pre-School

Curriculum Policy

Our aspiration is that Thorndown Primary will be an outstanding school.

We value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all;
- Ensure a caring, safe and welcoming environment;
- Promote co-operative and responsible attitudes to make a positive contribution;
- Actively encourage independence and confidence to thrive in a changing world.

Approved at Learning & Development committee meeting on 10th March 2022

Review Period: Every 2 years

Date for next review: Spring 2024

1 Introduction

1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the Statutory Framework for the Early Years Foundation Stage and the New National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the "hidden curriculum" or "Cultural Capital"– what the children learn from the way in which they are treated, how they are expected to behave and the experiences they have. We want children to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills in order to achieve their true potential.

1.2 We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children and to help them become independent learners. Above all, we believe in making learning "sticky" in order that learning stays in pupils' long-term memories.

2 Aims and objectives

2.1 The aims of our school curriculum are below:

- The young people at Thorndown Primary School should embrace opportunities to celebrate difference, show compassion, work together, understand compromise and actively contribute to our community and the diverse world around them.
- Our pupils will develop confidence and self-belief through being connected and actively involved with their own learning.
- Our curriculum empowers all pupils to achieve by encouraging active involvement, promoting independence, resilience and risk taking.
- We aim to develop lifelong learners with a thirst for new knowledge, who are able to be informed decision makers as they lead full and satisfying lives.
- Pupils at Thorndown should be positive in their own identity.
- All members of Thorndown Primary School will have pride in the quality of their achievements and strive for personnel excellence.
- Our Curriculum gives opportunities for British values to be promoted so pupils are prepared for life in modern Britain.

3 Organisation and planning

3.1 We plan our curriculum in four phases, Phase1 (Foundation Stage), Phase 2 (Year 1 and Year 2), Phase 3 (Year 3 and Year 4) and Phase 4 (Year 5 and Year 6). Each year group produces a curriculum plan for the academic year. Staff collaborate in order to share topic ideas and make links between areas of the curriculum and whole school events, e.g. focus days or weeks. Outdoor learning is promoted throughout all subjects.

3.2 Through our medium-term plans and subject progression grids, we give clear guidance on the objectives and teaching strategies for each topic. Our medium-term planning is directly linked to National Curriculum expectations from the guidance documents.

3.3 Our short-term plans are those which our teachers write on a weekly basis. We use these to set out the intended learning for each session, and to identify the resources and activities we are going to use to support learning within the lesson.

3.4lThroughout the school, we aim to link areas of knowledge within planning. However, there are instances where subjects are taught more discretely. We plan the curriculum carefully, so that there is rigorous and coherent progression within and across year groups. All aspects of the Early Years Foundation Stage Curriculum and the National Curriculum and covered fully.

3.5 Currently Years 3 and 4 have begun the Opening Worlds Curriculum, which closely interlinks the learning in History, Geography and RE over a four year period in a cohesive and rigorous manner. Spaced retrieval activities and quick quizzing are built in regularly to embed and make learning 'sticky.' Through this approach, children develop the disciplinary knowledge and skills to know what 'makes' a historian or geographer. We plan to roll this out over the next two years as these pupils move up through the school.

4 The curriculum and inclusion

4.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in consultation with parents.

4.2 If children have special needs, our school does all it can to meet their individual needs and we comply with the requirements set out in the SEND Code of Practice.
We follow the Graduated Response method of Assess, Plan, Do and Review, as set out in the SEND Code of Practice.

Assessment of a child's learning and well-being takes place in school every day with ongoing, regular discussion between teachers, children and parent/scarers, and the Senior Leadership Team.

Formal assessments are made regularly and these are discussed at Pupil Progress meetings.

If a child is not making expected progress, discussions are held between parents/carers, the child and school staff to ascertain the potential cause, i.e. a learning barrier, a medical need, a gap in the child's knowledge or a stressful situation that might be affecting their learning. As part of the discussion, the most appropriate type of support will be decided.

Wave support
Quality First Teaching within which children with access to standard learning supports, such as class visual timetables, word banks and writing frames.

Wave 2 Support

Class Provision Map
Each class has a provision map, where the progress of children accessing provision, beyond high quality first teaching is carefully monitored and progress is assessed. Support under this wave of provision is usually targeted interventions which take place for a set period of time. School may seek specialist advice from outside agencies at this point (with parental permission).

Wave 3 Support

Individual Intervention Record

Children with Education and Health Care Plans (EHCPs) are usually accessing Wave 3 support. Each child will have their own Intervention Record, following the Graduated Response format of Assess, Plan, Do, Review. We will use advice from specialists and outside professionals to meet the needs of all children.

In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. However, we follow the school Identification and Provision Pathway document and may involve the SENCO and appropriate external agencies to support and in making recommendations and assessments.

The school provides an Individual Intervention Record (following the Graduated Response method) for each of the children who has an EHCP. The Intervention Record is used to set measurable and achievable targets and outlines the provision and support needed to achieve these. These are monitored and reviewed at regular intervals.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities, depending on their needs. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

5 Early Years Foundation Stage

5.1 The curriculum that we teach in the Foundation stage meets the requirements set out in the Statutory Framework for the Early Years. Our curriculum planning focuses on the Educational Programmes, the characteristics of effective teaching and learning and the Early Learning Goals expectations using the guidance of Development Matters.

5.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities.

5.3 Practitioners will use their knowledge of each child to continually assess their development and each child has a Learning Journey which will be used to form part of this assessment. Each term the practitioners will record whether a child is on track with their development. This assessment forms an important part of the future curriculum planning for each child.

5.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

6 The role of the subject leader

6.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area through triangulating information from book audits, pupil voice and lesson observations/ drop-ins;
- provide efficient resource management for the subject.
- Ensure parents have an understanding of the coverage and progression in their child's year group.

7 Monitoring and review

71 Our governing body's Learning and Development Committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its 3 year cycle of review and development.

7.2 The headteacher is responsible for the day-to-day organisation of teaching and learning and is the curriculum lead, overseeing curriculum development planning. The headteacher and deputy headteacher organise the monitoring of teaching and learning, as well as curriculum development, and receive feedback from subject leaders.

7.3 Subject leaders also monitor the way in which their subject is taught throughout the school.

8 Long term Curriculum Plans

Our long-term curriculum progression plans for each subject are available on our website.