

Icknield Walk First School

Curriculum Policy



Introduction

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed appropriately, e.g. when there are significant changes to the curriculum.

At Icknield Walk First School:

- We believe the needs of our children are at the heart of everything we do
- We are all part of a team and expect everyone to do his or her best
- We believe learning should be fun and make the most of all opportunities
- We share everyone's achievements and celebrate their success

Our Context:

Our curriculum and how we teach is necessarily based on the needs of each child. Over the past few years we have experienced an increase in the number of children needing support with their speech and language and emotional well-being. In order to better meet these needs we will adjust and adapt our provision where appropriate.

Intent:

The Staff and Governors of Icknield Walk First School believe that each child should have equal access to a rich, broad, balanced and differentiated curriculum. The curriculum is to be well matched to pupils' ages, current attainment level, interests, aptitudes and special needs.

Above all we aim for the children to be inspired and motivated by their learning. We achieve this through use of our creative curriculum; using cross curricular links to make learning relevant to the children. We aim to use first hand active learning experiences so that children really engage in their learning.

- The curriculum is designed to increase pupils' knowledge, skills and understanding as they grow and develop and become more aware of the world around them
- There is an emphasis on reading, writing and maths especially throughout the early years and KS1 in order to ensure that children master these basic skills so that they can go on to access a range of subjects throughout their time in school
- The curriculum is carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning and that there is progression from our school to the next school
- The curriculum is designed to engage the children's interest, encourage and motivate them to want to learn

- The curriculum is exciting and offers pupils first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding
- It will support the pupils' spiritual, moral, social and cultural development (SMSC) and help them to appreciate the natural world and human achievements and creativity.
- The curriculum provides children an opportunity to learn about and experience British Values, for example respect and tolerance for others is actively promoted throughout the school day and all values are addressed in assemblies and other lessons where appropriate

The Nursery and Reception years base their curriculum around the Early Years Foundation Stage Statutory Framework

The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

From Year 1 to Year 4 pupils are taught:

- A broad and balanced curriculum based on the National Curriculum 2014 objectives and programmes of study.
- The teaching of RE follows Hertfordshire's agreed syllabus for RE.
- Cross-curricular links will be made between subjects wherever relevant and appropriate.
- An extensive range of high quality resources including ICT will be used to underpin the curriculum.
- Homework will be set, where appropriate, to link the curriculum with learning at home.
- All planning is regularly monitored to ensure progression both within school and with the next school
- Parts of the curriculum are taught as continuing work whilst other aspects are taught as blocked units of work and allocated to specific year groups.
- From Foundation Stage through to Year 4 opportunities are taken to extend the curriculum beyond the statutory requirements through the use of educational

visits out of school, parents, visitors, artists, craftspeople, actors, musicians, and through the use of the school grounds, the locality and the wider environment. We attend a range of interschool sporting events and also offer a range of after school and lunchtime clubs to extend our provision. Children in year 3 are taught to play the guitar. Year 3 and 4 children have swimming lessons.

Implementation:

Maths and English sometimes taught in groups within classes, determined by prior attainment. At KS2 children are sometimes taught in streamed groups by the other year group teacher. Most other aspects of the curriculum are taught in classes according to age, with differentiation as necessary. Some intervention programmes take place in small groups

Assessment

The school has policies for Assessment and Recording. Tracking records are kept for each pupil.

Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. Each subject has a teacher who the leader. Each governor has responsibility for a subject area and they monitor the subject with the subject leader, during their governor visit to school. Subject leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. They have a role in supporting staff with their knowledge. Opinions relating to the curriculum are sought from parents through the Parents Annual Survey, parental input to the school development plan, from pupils through school Talking Circles and from staff and governors at their regular meetings.

Provision for pupils with SEN and high achievers.

Teachers plan to meet the needs of such pupils by ensuring learning is focused on individual pupils` needs. They set high expectations for all pupils. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. They will use appropriate assessment to plan challenging work for all groups, including:

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN

- Pupils with English as an additional language (EAL)
- Pupils with high prior attainment

Impact

We closely monitor the outcomes of the curriculum through lesson observations (carried out by external visitors, subject leaders and SLT)

Book scrutiny will be used to show the levels of achievement and to note the progression and coverage of the learning.

Pupil voice with subject leaders and governors will be carried out to see if children are able to talk about what they have learned and show enthusiasm for their learning.

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

Other documentation which supports this policy

- Learning and Teaching Policy
- Foundation Stage Policy
- Individual Subject Policies
- Special Needs and Disabilities policy (SEND Policy)
- Monitoring Schedule
- Role of the subject leaders
- Assessment Policy
- Homework Policy
- Sex and Relationship Education Policy
- Equality Scheme
- Health & Safety Policy
- School Development Plan
- The School Brochure
- The Governing Body and school communication with parents
- Internal monitoring documents including Subject Leadership Files
- External monitoring documents - Local Authority and Ofsted
- Curriculum section of the website

Next review

July 2024