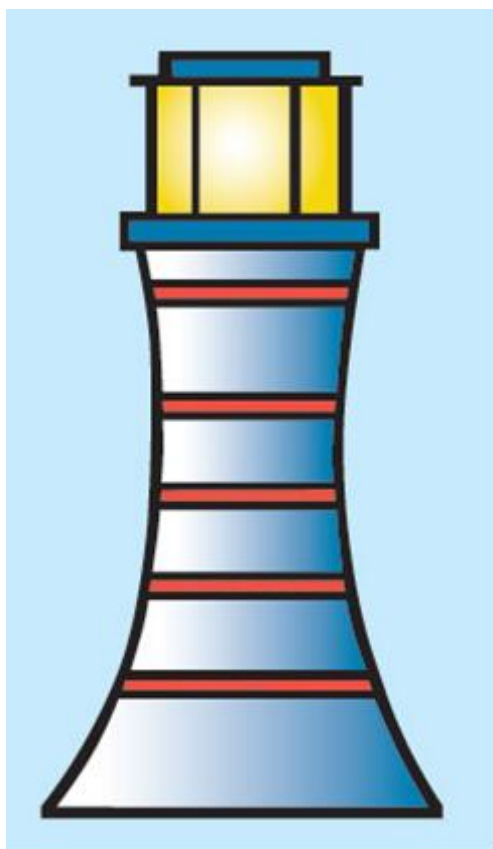


# Austhorpe Primary School



## CURRICULUM POLICY

September 2019

**Review date:** September 2022

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# A Place to SHINE!

## **CURRICULUM POLICY**

At Austhorpe Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine passion for learning. Children develop a strong moral purpose in addition to a respect for and understanding of all people.

### **Introduction**

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. This is known as the 'Austhorpe Child.'

# A Place to SHINE!

## Values

Everybody at Austhorpe Primary School believes you have the potential to **SHINE**

## S uccess

## H appy and Healthy

## I nclusion

## N urturing

## E nrichment

### Success

**Success** is a vital part of the learning process. Learners at Austhorpe Primary School recognise that **success** is gained through grit and determination and is reached after effort and improvement. Learners at Austhorpe Primary School know that failure is part of the learning process.

### Happy and Healthy

Through an engaging curriculum, Austhorpe Primary School aims to provide a **happy** working environment. Everyone at Austhorpe Primary School learns how to get along and is supported by being given opportunities to collaborate with their peers.

Our outside environment is used widely to create safe and **healthy** learning activities. Through the curriculum, during break times and before and after school, children are given a wide variety of opportunities to take part in **healthy** active PE sessions, play and clubs.

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## Inclusion

Austhorpe Primary School provides a wide range of different learning challenges and environments to promote the **inclusion** of every member of our school family. It is important to us to provide support and challenge for all children at Austhorpe Primary School.

## Nurturing

The mental health and well-being of everybody at Austhorpe Primary School is a vital part of our **nurturing** ethos. Adults and children are encouraged to support one another and ask for help when it is needed.

## Enrichment

Austhorpe Primary School is proud of how we use our outdoor environment in an imaginative and cross curricular manner to provide **enrichment** for everybody. The wide range of different environments allows learners at Austhorpe Primary School to experience different challenges and work to their own strengths and toward their targets.

At Austhorpe Primary School we enjoy our learning and make it fun, meaningful and relevant. We offer children an excellent education in a safe, creative, inclusive and stimulating environment.

We take our responsibility to prepare children for life in the modern world very seriously and ensure that the *shared values* are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum














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so that we promote co-operation and understanding between all members of our community.







We are fortunate at Austhorpe to have a spacious learning environment with a wide range of different on-site settings: including classrooms, interventions rooms, an outdoor quad, the school field and the wildlife area. These areas are used by everyone in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own. Our Forest School Leader promotes whole school personal development through the engaging use of the outdoors and the environment, with a regular timetables slot for all our children.

### Curriculum Intent

At Austhorpe Primary School, we aim to offer a balanced and broad based curriculum which enables all pupils to:

-  Feel successful in their learning and to promote high self esteem
-  Become creative, independent learners
-  Be given significant time to learn new skills and have time to practise those skills
-  Have the flexibility to decide how best to learn in different situations
-  Have the flexibility to decide what they are going to learn and how
-  Be given the opportunity to decide upon the final outcome of their learning
-  Be able to set own targets for learning
-  Know what their strengths are and which areas they need to develop
-  Become successful lifelong learners who are able to reach their full potential
-  Be able to evaluate and assess their own learning
-  Develop their critical thinking
-  Understand and value the importance of truth, fairness, right and wrong
-  Nurture positive relationships promoting working co-operatively with one another

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-  Help children understand Britain's cultural heritage
-  Explore their spiritual, moral, cultural, mental and physical development.
-  Learn and practise the basic skills of English, mathematics, science and computing
-  Makes learning more meaningful by putting it into context
-  Challenge themselves and engage themselves in deeper learning
-  Enjoy learning

### Curriculum Implementation

At Austhorpe Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

[2014 National Curriculum for Key Stages 1 & 2](#)

[Early Years 2012 Framework in Reception](#)

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. In KS1 our curriculum is all planned on a yearly cycle.

Computing and Information Technology has an integral role in our learning at Austhorpe.

Click the link to view how we ensure pupils' online safety.

[Online Safety Policy Link](#)

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Click the link to view the Red Kite Learning Trust Safeguarding Policy, including Online Safety

[RKLТ Safeguarding Policy, including Online Safety](#)

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term.

Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

### Time Allocation per Subject

At Austhorpe our cross curricular curriculum and joined up approach to learning provides children with plenty opportunity to extend their learning and develop skills outside the strict timetabling of each subject.

The chart provides an overview of the approximate time spent in each subject.

Subject	KS1	KS2
English	Writing/SPAG 3¾ RWI 3¾	Writing/SPAG 3¾ Spelling/Handwriting/Reading 3¾
Maths	5	5
Science	1:30	2
Computing	Up to 1	Up to 2
Physical Education (PE)	1:30	2
History/Geography	1-2	1-2
Art & Design/Design Technology	1-2	1-2

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PSHE	1	1
MFL (French)	NA	½
RE	1	1
Music	1	1

Curriculum areas may be taught through cross curricular activities or in blocks, therefore all times are approximate and averaged out over half a term.

### Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy.

However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books in the detailed marking and provision of constructive feedback. Feedback follows the school's policy.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

For further information about assessment, recording and reporting as well as marking and feedback click the policy links below:



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## [Marking and Feedback Policy](#)

## [Assessment Policy](#)

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations.




Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

### **The roles of the Subject Leaders and Curriculum Leader**







It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression of knowledge and skills is planned into schemes of work. For each subject area subjects are assessed using the Key Performance Indicators (KPIs) these are monitored by the Subject Leader. Where appropriate, a team of teachers/support staff, known as SHINE Teams, will share responsibility for a subject area or indeed for the cross-subject implementation of our curriculum.

The role of the subject leader is to:

-  provide a strategic lead and direction for the subject;
-  support and offer advice to colleagues on issues related to the subject;
-  support staff development and improve the quality of teaching and learning over time;

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-  monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
-  monitor and evaluate teacher's planning and teaching;
-  keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
-  to liaise with appropriate bodies e.g. other schools, governors, the TNLP and the RKLA etc. about matters relating to their subjects
-  provide efficient resource management for the subject.
-  map coverage of the curriculum to long term plans

The curriculum leader has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin Austhorpe's curriculum development.

### **Risk Assessment**

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum.

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Regular formative assessments identify children/groups of children for differentiated activities.

Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school motto - Everyone a Learner.

Extra support and interventions are provided for children as necessary and in line with our SEND policy.









### [SEND Policy](#)

### The Austhorpe Curriculum

Across the school we deliver many of the curriculum areas through the Learning Challenge Curriculum which is an enquiry based approach.

An enquiry based approach allows children to SHINE.





The key drivers for this learning are:

-  Planned around the distinctive needs of our children at Austhorpe
-  Enquiry-based to promote curiosity
-  Outcomes driven to raise standards
-  Embedding the application of basic skills, including cooking
-  Making learning meaningful and setting it in context
-  Making writing meaningful
-  Integrating empowering learning ('learn to learn') skills
-  Underpinned by latest thinking about quality learning and brain-based learning

The Austhorpe Curriculum will provide all children with a wide range of learning opportunities.

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This will incorporate:

-  The children's own ideas and questions
-  A stimulus to engage learners, e.g. an object, experience or off-site activity
-  Opportunities for further visits or visitors
-  A focused learning outcome at the end of the theme e.g. a presentation, dramatisation or production of an artefact

### Outdoor learning

We are very fortunate to have such a variety of different outdoor spaces to use to enhance learning at Austhorpe Primary School.

**Wildlife Area** - a large managed area to the south of the school site. The Wildlife Area comprises several different areas for learning, including a willow tunnel, mud kitchen, raised beds, geodome, climbing tree and fire pit.

**Garden Area** - adjacent to the Wildlife Area, includes: greenhouse, raised beds and fruit trees.. The raised beds/greenhouse are used to grow vegetables that can be used for cooking in school.

**Orchard** - beyond the raised beds there is a seating area for outdoor learning.

**Quad** - an enclosed area in the middle of the school building. The Quad has distinct learning areas, including a stage, a story corner, a sensory bed and musical instruments. There are also a variety of seating areas and chalkboards at various places in the Quad.

**Outdoor Classroom** - an open seating area with a roof in the playground. There is space within the classroom for thirty children to be seated at once. It can also be used as a base for exploration of the rest of the playground.

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**Playground** - a large tarmacked area split into two distinct areas: the top playground and bottom playground. The top playground is a rectangular area with sport specific markings. The bottom playground is an open area with a variety of different playground markings.

**Scrap Shed** - adjacent to the bottom playground. Houses a wide variety of object to be used in creative learning in the playground.

**Trim trail** - a designated area with large playground equipment. A timetable enables children to have access to this during playtimes. It can also be used as part of the wider curriculum.

**Field** - a large open grassed area. We are fortunate enough to have space on our field for several classes to be learning at the same time.

**Reception Outdoor Area** - an area fenced off from the rest of the playground. Used daily by Reception and on a weekly basis by Year 1. Specific areas in this space are dedicated to writing, reading, water, construction and music.

Teachers use each of these areas across the curriculum and throughout the year.

### **Cooking and Food Technology**

At Austhorpe Primary School we recognise cooking and food preparation as invaluable life skills.

The Learning Curve is used by all classes to prepare and cook food related to a wide variety of different subjects.


Often our cooking encourages multicultural understanding and recognises the wide range of foods we enjoy from around the world.


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As part of our Forest School Curriculum offer children also have the opportunity to cook outdoors on an open fire.


### Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

 Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.

 School website and year group pages inform parents what has been happening in the wider curriculum.

 The schools Twitter feed informs parents instantly of whole school or enhanced activities which are taking place.

 Newsletters are produced by each class on a termly basis and will be distributed once every half term

Teachers are available at the start and end of each day for any necessary communications.

Teachers regularly use email and SMS messages to communicate with parents and the school office is another port of call.

### Homework

Homework is given in line with our school policy.

[Homework policy](#)

### Resources

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Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

### APPENDIX 1

#### EXAMPLE EARLY YEARS & KEY STAGE ONE ENQUIRY BASED CURRICULUM



# Enquiry Based Curriculum

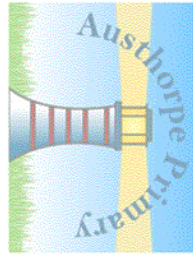
**Early Years and Key Stage 1**

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
RECEPTION	What makes us marvellous?	What would you wish for?	Is there anybody out there?	Is there room on the broom?	Are all beasts mini?	Is life better down where it's wetter?
YEAR 1	Is a bat a bird?	Does a penguin need a coat?	Were the Victorians vile?		What's down the rabbit hole?	
YEAR 2	How would you save the Titanic?	Could you be royal?	Where can we take a time machine?	Could you live on chocolate?	Does the sea have a side?	

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APPENDIX 2

EXAMPLE KEY STAGE TWO ENQUIRY BASED CURRICULUM



# Enquiry Based Curriculum

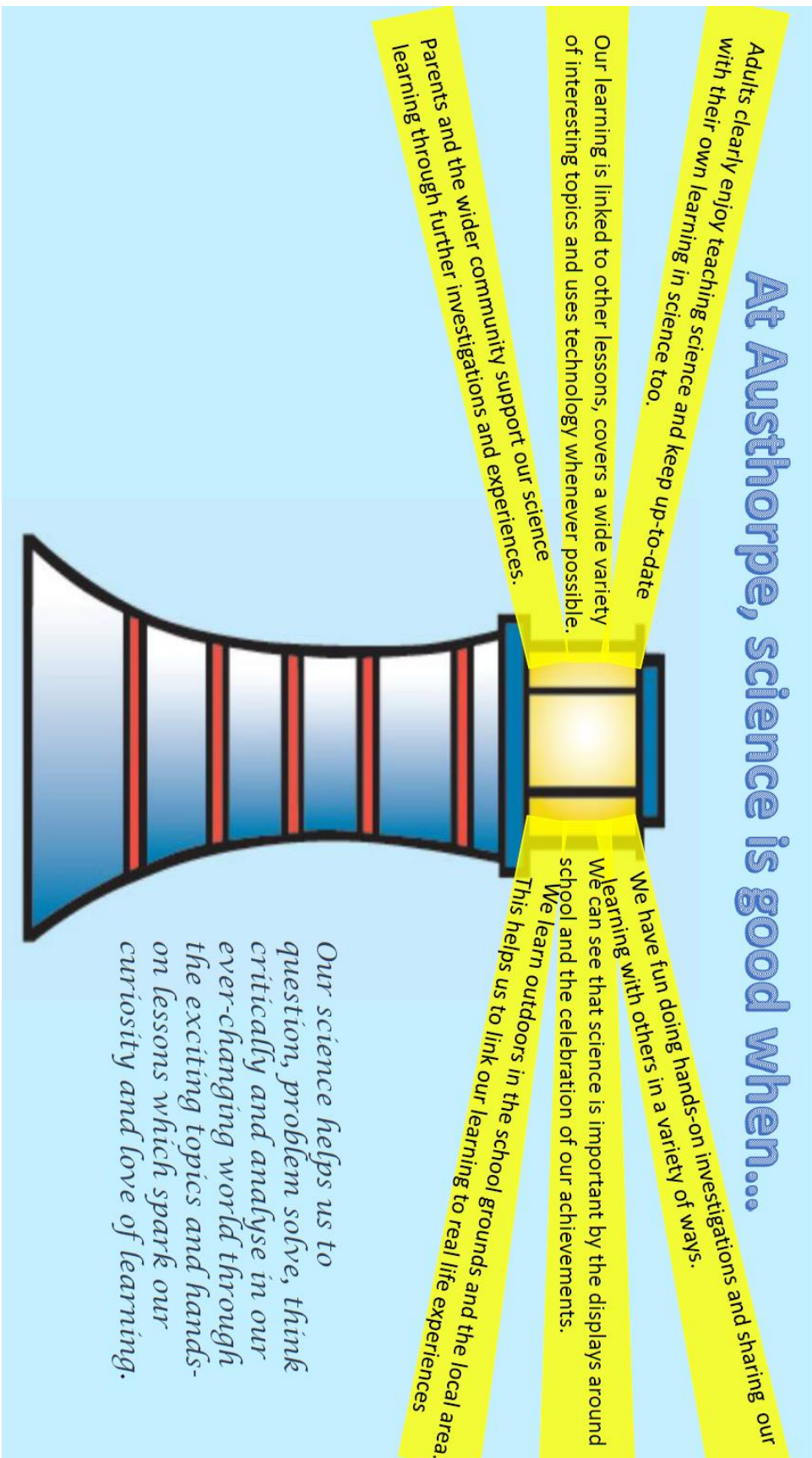
## Key Stage 2

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
YEAR 3	Is it the right tool for the job?		Where does the time go?		Are you spellbound?	
YEAR 4	Shall we rock?		Would you settle for less?		Could it be magic?	
YEAR 5	How would you survive in space?	Can heroes be villains?	Are you Athenian or Spartan?	What make it go bang?	Will robots ever feel guilt?	Would you follow?
YEAR 6	How extraordinary are we?		Do civilizations always improve?		Does the punishment fit the crime?	Are you switched on?



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## APPENDIX 3 SCIENCE VISION AND PRINCIPLES



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## APPENDIX 3 (Cont'd) SCIENCE VISION AND PRINCIPLES

