



THORPEPARK

CURRICULUM POLICY

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Person responsible for this policy: Caroline Knight

VERSION 2.0

Curriculum policy

Values

We believe that our children deserve a curriculum that is inspiring, creative and provides them opportunities to achieve their full potential. We work hard to provide learning experiences that are engaging, enjoyable and challenging. Basic skills have a high priority within all elements of the curriculum. We celebrate the diversity and cultures of the world through the curriculum and school life. Our school motto 'Aiming High' reflects the standard we expect for all learners.

Aims and objectives

The aims of our school curriculum are:

- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to enable all children to learn and develop skills and knowledge to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
 - to enable children to be creative and to develop their own critical thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's and particularly Hull's cultural heritage;
- to enable children to be positive citizens in society, within their community and the wider world;
- to enable children to have an awareness of their own spiritual development and moral understanding;
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to provide opportunities for our children to be aspirational, believe in themselves and be resilient.

Organisation and planning

At Thorpepark we plan our curriculum in year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website:

www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Development Matters in the EYFS is used for all children from 2 year old provision to year 1.

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Religious Education is taught through the Hull and East Riding syllabus and our PSHE is taught through Jigsaw. The school also provide experiences and opportunities for children to work within the community, acquire social skills, resilience and prepare them for society, for example Thorpepark 50, Food for life, work experience.

Long Term Plan

The school has a long term plan which identifies which themes and topics will be covered each half term for each subject and year group. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We have reviewed our long-term plan to ensure coverage across both Key Stages is broad and balanced.

Medium Term Plans

We have a range of different formats for medium term planning depending on the subject. All planning includes clear learning objectives taken from the national curriculum, RE syllabus or jigsaw. All medium term plans are written at the beginning of a year to ensure a balanced and broad curriculum is offered.

Pacing Sheets

Teachers use the medium term plans to create a pacing sheet that shows how the objectives will be taught weekly with a brief outline of possible teaching activity. It is expected that teachers will be creative and imaginative when planning a topic and will take the children's interests and needs into account to ensure lessons are engaging and challenging.

Short Term Plans

School Directs, NQTs and RQTs are expected to use the schools short term planning formats that include the learning objective, the teaching focus, assessment steps, groups and next steps. Experienced teachers, who are consistently good to outstanding, will be able to use the teacher planner to record daily lessons. It is an expectation that all teachers will plan and prepare lessons.

Children with special needs

The curriculum in our school is designed to be inclusive and teachers will adapt the curriculum to ensure it meets the needs of the children in their classrooms. In most

instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child has a special need, our school does all it can to meet these individual needs. Some children will be given alternative and bespoke curriculum packages to meet their special educational needs, including intervention groups or one to one support from a teaching support assistant or a teacher.

All children that are on the SEND register for SEN or have an EHCP will have a graduated response that could comprise of Thorpepark Steps, support programmes and interventions. Children on Thorpepark Steps are matched to the Step suitable for their academic ability. Each Step comprises of SMART targets that can be used when planning and assessing.

The graduated response forms states clearly the child's needs, plan, do and review. Advice from the appropriate external agencies is incorporated into the child's graduated response.

The Early Years Foundation Stage

Play underpins our delivery of the Early Years curriculum. Through play our children become active learners, explore and develop learning experiences which helps them to make sense of the world. They practice and build up ideas, and learn how to manage feelings and resolve conflicts. They are given the space to explore and discover, to take risks and make mistakes within a safe and secure environment. We nurture a sense of curiosity by encouraging children to ask questions, reflect and problem solve on their own and with others. Practitioners create an environment which is child focused which challenges, motivates and encourages learning through first-hand experiences.

Early Years learning comprises of 7 areas; 3 prime and 4 specific areas of learning:

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

All practitioners are responsible and contribute to the assessment of learning for all children through recorded observations. The school uses tapestry to record

observations, linking to ages and stages. Observations are used to plan the next steps of learning for all children.

Monitoring and assessment

The school has robust assessment procedures and across a school academic year we have 5 data collection points when the assessment coordinator will collect data and review pupil progress with individual teachers. The progress made by the children is monitored to ensure each child is making progress and achieves their individual targets. Interventions will be put in place for those children who are not achieving expected progress.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy, review timetables and meet regularly with subject leaders. All subject leaders present an end of year report to governors and a termly report to senior leaders.

The senior leadership team are responsible for the day to day organisation of the curriculum and through moderation, monitoring and self evaluation SLT leaders ensure the national curriculum is taught effectively across the school.

Subject coordinators in our school are expected to lead, support, monitor and raise attainment and progress for their subject. Subject coordinators will have a clear understanding of how well their subject is taught across the school, attainment, progress and future developments. Through LTP, MTP and STP subject coordinators will ensure all children are given the opportunity to a broad and balanced curriculum.