

Box CE VC Primary School Curriculum Policy

Purpose

We aim to develop a curriculum that is broad, balanced and based on the development and application of skills and one that has cross curricular links to ensure that pupils' learning has even greater coherence. We also aim to embed the application of computing skills across the curriculum in order to maximise pupils' learning and progress.

The curriculum we provide meets the requirements of The National Curriculum in England Key Stages 1 and 2 framework Document and the Agreed Syllabus for RE as well as providing an extensive range of learning experiences beyond the statutory requirements. The local environment, the school garden and the development of spirituality are key features in our planning across the curriculum.

Guiding principles

- Opportunities for cross curricular links are identified during medium term planning, especially in English, computing and the foundation subjects
- Attainment in core subjects increases as teaching and learning becomes more meaningful with cross curricular links and a clear progression of skills
- There is an improvement of the quality in the teaching and learning in the foundation subjects with a clear progression in skills that is age appropriate
- There is greater continuity and progression in teaching and learning
- Teaching and learning is more exciting for both pupils and teachers
- Teachers have more freedom to decide how key skills are taught

School drivers

- We will use the local area where possible to give teaching and learning a context; for example there is a wealth of history within the village including Roman and medieval remains and the legacy left by Isambard Kingdom Brunel
- The development of the school garden which is an ongoing whole school project with class responsibilities
- And the development of spirituality through the curriculum we offer and the exploration and promotion of values through our collective worship programme.

Related documents and policies

- The National Curriculum
- 'Key Skills for an Excellent and Enjoyable Curriculum'
- 'Planning a Skills Based Curriculum' by Chris Quigley
- A Guide to the Law for School Governors
- Box CE VC Primary School curriculum map and subject overviews
- Vision statement and agreed aims,
- Assessment, educational visits, charging and remissions, special educational needs and disability, able gifted and talented, equal opportunities and homework policies

Roles and responsibilities

The **headteacher** will ensure that:

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- all statutory elements of the curriculum are met
- the amount of time provided for teaching the curriculum is adequate and reviewed regularly by the policy and curriculum committee
- where appropriate the needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the governing body is fully involved in the decision making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on expected standards in order to make informed decisions

Other staff will ensure that the curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- it considers the advice of the headteacher on curriculum issues and when setting statutory and non statutory targets
- progress towards annual expected standards is monitored
- National Curriculum tests and teacher assessment results are published online
- it participates in the decision making about the breadth and balance of the curriculum
- political issues are always presented to pupils in a balanced way

A skills based curriculum with cross curricular links

Our curriculum map sets out what will be taught and when. Relevant links between subjects have been maximised on the curriculum map, for example historical fiction will be studied during a history based topic and puppet making to link with traditional stories. Each subject has an A and a B year to take into account pupils who are in the same class for two years. Some subjects, such as science, art and music, are taught on a two year spiralling curriculum with the themes covered at a higher level each time they are taught.

Teachers plan to teach skills discretely and provide opportunities to apply these skills. The skills for each subject are organised into levels and teachers should ensure that skills taught in foundation subjects are at least age appropriate. If a cross curricular lesson is being taught, for example Yr 6 pupils are asked to write a report on an environmental issue caused by a change in the environment and attempts to manage the environment sustainably, then that lesson will have at least two objectives - one geography and one English. This will help to ensure that both subjects are taught at an appropriate level with the correct vocabulary.

See 'Key Skills for an Excellent and Enjoyable Curriculum'

Skills development

The skills that are taught and developed each term will directly link to the term's 'main outcomes'. For example, what medium will the children learn to use in art? If one of the main outcomes for the term is to paint a portrait then all of the skills taught need to centre around that and children should be taught how to mix skin tones, hair or eye colours, look at the proportion/positions of facial features. For example when they learn about primary and secondary colours they could mix shades of a colour making their own shade cards, experimenting with what happens when you add a little bit of blue to red etc. then trying it

with another colour. Painting techniques can be developed in a similar way - how to use a brush and how to mix powder paints, looking at the use of colour or painting techniques used by other artists e.g. the straight brush strokes of Van Gogh or the dots used by Monet.

It is the teaching of the skills that children can then transfer to other situations that is so important. They need to be given plenty of opportunities to practise these skills.

Teaching and learning

As well as focussing on the development and application of skills we aim to teach exciting and challenging lessons delivering lessons in a variety of ways by providing as many first hand practical experiences as possible, such as the use of practical apparatus, artefacts and technology; visits and the use of experts. Through continual assessment, work is matched to the ability of the child through differentiated activities, adult support, providing a level of challenge that is stimulating for pupils and questioning skills. Children who are not making sufficient progress are quickly identified and are placed on intervention programmes in the core subjects and those identified as having special educational needs have an individual education plan identifying targets and the support that will be given to meet them.

See special educational needs, assessment for learning and equal opportunities policies

Designing and timetabling curriculum

At Box Primary School we have explored ways of planning and timetabling the curriculum to ensure that all twelve national curriculum subjects, as well as PSHE and sex and relationships education, are taught on a regular basis and in sufficient depth. We have also made decisions about how much time should be allocated to subjects.

Subject Allocation

Many foundation subjects, such as music, don't need to be taught weekly but can be taught very effectively in a block of a few weeks. Some subjects, such as DT, can be taught intensely during a block of a few days. Teaching subjects such as DT over a shorter amount of time it is possible to achieve a higher standard of work and skill application as well as maintaining enthusiasm for the project. In line with our cross curricular approach, teachers will look for opportunities to link or block subject areas, for example making biscuits in DT would link well with instruction writing in English. This also helps to free up time in the timetable.

The subject allocations for Box Primary School are below. Not all subjects need to be taught weekly or even termly.

To be taught weekly:

- **Maths** 5 lessons of 1 hr
- **English** 5 lessons of 1 hr in addition to time allocated to guided reading, spelling and handwriting
- **Science** 2 hrs KS2, KS1 at least 1½ hours
- **PE** 2 hrs
- **Languages** 30 mins
- **Collective worship** - Monday - whole school 20 mins

Tuesday or Thursday - KS 20 mins
Tuesday or Thursday - class assembly 10 mins
Wednesday - hymn practice 20 mins
Friday - family assembly 30 mins

To be taught in blocks:

- **DT** two big projects each year
- **Art** - three blocks of six weeks each year
- **Music** - three blocks of six weeks each year
- **PSHE** - three blocks of six weeks each year
- **RE** - three blocks of six weeks each year

NB subjects should not be taught on a fortnightly timetable, teaching a subject such as music fortnightly would mean you would end up spending time doing a long recap on the previous lesson as it was so long ago.

To be taught annually

- **History** - major focus for a term
- **Geography** - major focus for a term

Weekly timetables

Weekly timetables will change each term to reflect the balance of subjects on the curriculum map. A weekly timetable will include:

- **Maths** 5 lessons of 1 hr
- **English** 5 lessons of 1 hr in addition to time allocated to guided reading, spelling and handwriting
- **Science** 2 hrs KS2, KS1 at least 1½ hours
- **PE** 2 hrs
- **Languages** 30 mins
- **Collective worship** - Monday - whole school 20 mins
Tuesday or Thursday - KS 20 mins
Tuesday or Thursday - class assembly 10 mins
Wednesday - hymn practise 30 mins
Friday - family assembly 30 mins

The rest of the timetable will be used flexibly by teachers to teach subjects in blocks.

Planning steps

Long term planning

The curriculum map for each class and the subject overviews set out what should be taught and when.

Mind map

The first step in planning is to create a mind map or topic web to create a context for learning. The skills are then mapped for subjects. The mind map summarises the four or five

main learning outcomes for a term; these directly link to the key skills that are taught and developed each term. The mind map also shows the links between subjects.

Medium term planning grids

The medium term planning grid is the only record we have of coverage of the curriculum. A brief outline of the main learning objectives/areas to be taught need to be recorded on the planning grid for each week even if they are taught by other teachers. In English this should be broken down into spelling, grammar and punctuation as well as identifying the text and genre.

Subjects such as English, mathematics, science and PE will be filled in weekly whereas other subjects will be taught as blocks which will be seen clearly on the planning grid. Opportunities for cross curricular work and the development of skills will also be clear on the planning grid.

Planning grids are completed at the start of each term and cover one old term or two new terms. At the end of the term the planning grid will be reviewed and areas not covered will be highlighted and adjustments made to the grid. Any key outstanding areas will be included in the next term's planning.

Recording skills

Skills to be developed each term will be recorded electronically on the skills document. The breadth of study checklists will also be used to help ensure appropriate curriculum coverage. The skills will be highlighted and dated.

English

High quality English teaching enables pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Where possible these skills are developed through linking the teaching of English with other curriculum areas, for example making biscuits in DT would link well with instruction writing in English. From Yr 1 onwards children are taught English daily for an hour; other aspects of English such as guided reading and handwriting are taught in addition to this hour. A range of texts, big books, the First Steps books and Alan Peat's resources are used to support work in English.

See English, reading, writing, spelling, presentation and speaking and listening policies

Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high quality maths curriculum provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of maths, and a sense of enjoyment and curiosity about the subject. In our maths teaching we aim to enable all pupils to master the fundamentals of maths so that they develop an understanding of mathematical concepts and have the ability to recall and apply mathematical knowledge rapidly and accurately. They will be able to reason mathematically by following a line of enquiry, predicting relationships and generalisations, and developing an argument, justification or proof using mathematical

language. Pupils will be able to solve problems by applying their maths to a variety of problems with increasing sophistication. A range of resources are used to support the teaching of mathematics including Abacus, White Rose, NCETM and Wiltshire mastery documents, Nrich and Times Tables Rockstars.

See mathematics policy

Science

Science education provides the foundation for understanding the world through the specific disciplines of biology, chemistry and physics. Pupils will be taught the essential aspects of the knowledge, methods and processes and uses of science. Pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Science content is taught through the development of scientific skills such as asking and answering questions, the development of scientific language and identifying differences, similarities and changes. These skills are taught through a cycle of topics using the Kent science scheme of work.

Religious Education (RE) and Collective Worship

RE is taught in accordance with the Wiltshire Agreed Syllabus for RE, Discovery RE and Understanding Christianity. Alongside Christianity children study other major religions such as Islam, Judaism, Hinduism and Sikhism.

We have daily acts of collective worship (assembly) that are led by school staff and representatives of local churches. On a Friday we have a Family Assembly where we celebrate the achievements of the children with family and friends as well as inviting them to join us for services in the St Thomas a Becket Church at the end of each term and for Harvest Festival.

Parents are able to withdraw their child from RE or collective worship but should discuss this with the headteacher.

See RE, collective worship and spirituality policies

Art and design

Art, craft and design embody some of the highest forms of human creativity; it engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works. As their skills develop pupils are encouraged to think critically and develop a more rigorous understanding of art and design. They will learn how art and design both reflect and shape our history, and contribute to the culture and creativity. Children produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; and 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. Visits are made to provide first hand experience of the work of artists, for example children have followed the sculpture trail at Rocks East Woodland, visited the National Gallery and the Holbourne Museum. Art is taught through a variety of resources such as 'Drawing is a Class Act' and 'Painting is a Class Act' by Meg Fabian and the 'Steps in Art' books.

Computing

Computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active and safe participants in a digital world. Throughout computing education there is an emphasis on online safety. Computing skills are taught through a range of programs and resources such as Beebots and Espresso Coding and the Knowsley computing scheme of work.

See computing/online safety policies

Design and technology (DT)

DT also prepares children to participate in a world of rapidly changing 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. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing as well as learning and applying skills specific to DT. The main areas of study in DT are mechanical and electrical systems, structures and mechanisms, textiles and cooking and nutrition. DT is taught through a variety of resources such as Projects on a Page, ideas from STEM and the Nuffield Primary DT.

Geography

Geography provokes and answers questions about the natural and human worlds. Pupils will be 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. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children will be taught the geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). During the Yr 4 residential trip the children develop compass and map reading skills and the Year 6 residential trip to Stackpole in Pembrokeshire is used as an opportunity to explore a contrasting location, to learn about the formation of coastal features and work towards the John Muir Award. The local environment around Box is frequently used to develop geographical understanding and skills.

History

In history children are helped to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching should equip pupils to ask perceptive questions,

think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, 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. The key areas developed through the teaching of history are chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation and enquiry and being able to organise and communicate their findings. For the younger children the historical themes they explore are related to their own experiences. At both key stages children study local history which for us includes the railway and Box Tunnel. Work in history is often supported by visits in the local vicinity and to places such as the Trowbridge Museum, the museum of Bath at Work, The Roman Baths, Steam in Swindon and the SS Great Britain.

Languages

Weekly French lessons are taught from Yr 1 with class teachers reinforcing teaching points incidentally throughout the week. Pupils are helped to express their ideas and thoughts in French and to understand and respond to its speakers. They learn to speak with increasing confidence and fluency through discussions and conversations; they continually improve the accuracy of their pronunciation and intonation.

Music

The teaching of music develops children's ability to listen and appreciate a wide variety of music and they are encouraged to take an active role in composing and performing music. The school has a strong tradition of music and we greatly value the contribution music makes to everyday life and strive to involve as many children as possible in musical activities. Children in Year 4 are taught to play the recorder so they are able to learn how to read notation and experience what it is like to play an instrument. We hope that after a year learning to play they will extend their musical expertise by learning to play another instrument. Children are able to have extra curricular music lessons on the flute, clarinet, saxophone, violin, cello, viola, brass instruments, guitar or keyboard. Pupils in Yr 6 have weekly specialist music tuition on the use of the voice as an instrument. Children from Yr 2 to Yr 6 are able to join the school's choir. There are opportunities for children to attend concerts and perform in venues such as the Music Centre in Bradford-on-Avon as well as enjoying performances by groups of musicians who visit the school. Music is taught using a range of resources including Sounds of Music.

Physical Education (PE)

In PE children develop their physical competence and confidence as well as their ability to perform in a range of activities such as gymnastics, games, dance, athletics and swimming. PE provides opportunities for children to be creative, competitive and to tackle challenges as individuals, groups and in teams. Opportunities to compete in sport as part of the Corsham cluster of schools and other activities build character and help to embed values such as fairness and respect. It also promotes positive attitudes towards active and healthy lifestyles. During residential trips to Braeside and to Stackpole children take part in outdoor and adventurous activities such as climbing, abseiling, mountain biking and orienteering. Children in Yr 3 and 4 also swim weekly at the Springfield Centre in Corsham for six months of the year. RealPE is used as a core scheme of work.

Personal, Social Health and Economic Education (PSHE)

PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens with an understanding of British values. 'Circle time' is an integral part of the PSHE teaching when children are able to express their views and opinions on concerns they may have. Drugs Education and Sex and Relationship Education are part of PSHE teaching. 'Learn for Life' is the main resource used for PSHE teaching.

See PSHE policy

Extra curricular activities

Throughout the year we aim to offer a range of extra curricular activities including day trips to support work in a variety of curriculum areas and inviting experts into school to work alongside pupils. In Yr 4 there is a three day residential trip to Braeside and in Yr 6 pupils do a five day trip to Stackpole in Pembrokeshire; both trips focus on outdoor and adventurous activities. Children are able to have music lessons on the flute, clarinet, saxophone, guitar, keyboard or violin. A range of school clubs are offered throughout the year including air born, multisports, gardening, football, choir, orchestra, Lego and drama.

Arrangements for monitoring and evaluating

Arrangements for monitoring the curriculum are set out in the annual 'monitoring timetable' followed by all members of staff and in the assessment or learning policy. In addition to this the governing body will receive reports from the headteacher on:

- the standards achieved in subjects at the end of each key stage compared to national averages, gender, special needs, ethnicity and other similar schools
- the number of pupils for whom the curriculum was disapplied
- the evidence of the impact on standards of national strategies and strategies introduced by the school
- the nature of any parental complaints

Appendices

1. Curriculum map
2. Example of a mind map
3. Example of medium term planning
4. Example of a weekly timetable
5. Planning proformas

Policy reviewed May 2018

Agreed by staff:

Ratified by governors: