



Neston 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 development of positive learning attitudes, the fostering of spirituality and good citizenship are key features in our planning across the curriculum.

Guiding principles

- Opportunities for cross curricular links are identified during medium term planning.
- 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 Values

Termly values include on going opportunities to explore the Neston Promise and the school drivers which are:

RESPECT

DIVERSITY

AMBITION

We also promote British Values through our collective worship and the development of spirituality through the curriculum and our strong ethos. Acts of collective worship and PSHEE sessions may also build upon these same themes

Related documents and policies

- The New National Curriculum
- 'Planning a Skills Based Curriculum' by Chris Quigley
- A Guide to the Law for School Governors
- Neston Primary School curriculum map and medium term plans
- Neston Promise
- Assessment, educational visits, charging and remissions, special educational needs and disability, children who excel, equal opportunities and homework policies.

Roles and responsibilities

The headteacher will ensure that:

- statutory elements of the curriculum are met
- the amount of time provided for teaching the curriculum is adequate
- 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 statutory targets 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 statutory targets 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. Each topic has an A and a B year and follows a rolling programme. Teachers plan to teach skills discretely and provide opportunities to apply these skills in other subjects using our cross curricular themes. Cross curricular lesson may have two objectives e.g. - one geography and one English. This will help to ensure that both subjects are taught in accordance with age related expectations and with the correct vocabulary.

Skills development

The skills that are taught and developed each term will directly link to the term's 'main outcomes'. 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 lesson delivering these 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. Children who are not making sufficient progress are quickly identified and are supported rapidly by individual or group work which quickly addresses gaps in learning. Those identified as having special educational needs have an individual education plan identifying targets and the support that will be given to meet them.

Designing and timetabling curriculum

At Neston Primary School we have explored ways of planning and timetabling the curriculum to ensure that all national curriculum subjects 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.

To be taught weekly:

- Maths at least 5 sessions
- English at least 5 sessions in addition to time allocated to guided reading, phonics, grammar, punctuation, spelling and handwriting
- Science at least 1 session a week
- PE 2 hrs
- Languages 1 hour in key stage 2
- Collective worship - Monday and Tuesday - whole school 20 mins. Class assembly Thursday, celebration assembly Wednesday and singing assembly on a Friday.

Maths and English skills are developed through cross curricular teaching thus ensuring that core skills in English and Maths are reinforced and contextualised.

Planning steps Long term planning

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

The first step in planning is to create a topic web/map to create a context for learning. The skills are then mapped for subjects. The topic web/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. It also shows the links between subjects.

Medium term planning

Medium term planning records coverage of the curriculum. A brief outline of the main learning objectives/areas to be taught is recorded on a planning grid. In English this should be broken down into spelling, grammar and punctuation as well as identifying the text and genre.

Planning for core subjects is broken down into more detail on weekly or daily plans. Opportunities for cross curricular work and the development of skills will also be clear on the planning.

Recording skills

Objectives achieved will be recorded on SPTO as a running record.

Below, subject leaders have identified the key principles of their subject and have outlined how it is delivered across the school.

English

The skills our children learn in English are at the heart of the learning across all areas of our creative curriculum. Instilling and celebrating a love of language and literature forms the core principle of our teaching and learning in English.

We place equal importance upon all the elements:

- Speaking and listening - continuous encouragement to discuss, share, celebrate and respect the fundamental foundations of our wonderful language
- Reading - fostering a life-long love of books, encouraging children to explore, discover and enjoy
- Writing - developing confidence in our pupils to communicate through writing in a broad range of contexts
- Grammar, punctuation and spelling - giving children the tools to write with precision, ready for success in the wider world

The National Curriculum sets out the content of the English curriculum for each Key Stage, ensuring continuity and progression across the year groups. Discreet teaching in English, based on the principles of Pie Corbett's Talk for Writing, provides the firm foundations for the application of communication and language skills across the creative curriculum.

Phonics is delivered following Letters and Sounds to develop children's ability to decode text. This is a six-phase systematic, synthetic phonics programme designed to help children become fluent readers by the end of Key Stage 1. We use Phonics Bug (Active Learn) to deliver the Letters and Sounds programme alongside additional resources including Jolly Phonics. All KS1 children have a daily phonics session, which is interactive, fun and impactful.

To support their children's phonics learning at home, we encourage parents to use the Teach Your Monster to Read computer programme which is also available as an app alongside Mr Thorne Does Phonics and bespoke sounds for parents.

All children learn to read at a different pace and sometimes they may need to learn in a smaller group to boost their learning. In such instances, we run intervention programmes designed to best meet the needs of the children, these include the use of Read:Write Inc resources.

Spelling is taught both as an integral part of English sessions as discreetly following the No Nonsense Spelling programme of learning for years Two to Six. This is further reinforced with homelearning and application of spelling strategies in spelling journals and writing tasks.

Fostering a love of reading is at the heart of our teaching in English. Daily class snack and story sessions provide opportunities to share a wide range of texts whilst developing the children's skills of inference and deduction through focused teacher questioning. Guided reading and whole class teaching of reading across the school uses the VIPERS approach to comprehension and ensures that higher order reading skills are developed.

Maths

Mathematics is essential for everyday life, as well as driving forward the fields of science, engineering and technology. It is therefore important that all children have a high quality understanding of the fundamentals of mathematics. This will enable children to use their skills fluently in creative problem solving, as well as build on their confidence and enthusiasm for this inspiring subject.

The National Curriculum sets out the content of the maths curriculum for each Key Stage, ensuring continuity and progression.

At Neston, we aim for all children to be inspired by and enthusiastic about maths, through:

- becoming fluent in the basic concepts, facts and methods of maths, that underpin all areas and enable the children to progress with ease
- reasoning mathematically: using their knowledge base to investigate, hypothesise about relationships and patterns, develop arguments, justifications and explanations, using mathematical language
- solving a wide range of problems by applying their knowledge and reasoning.

Mathematics is taught discreetly following the Maths No Problem programme of learning and as part of our creative curriculum, so offering many opportunities to see it at work in everyday life and make connections between elements of the subject and its applications. Mastery of key skills and reasoning are further developed by the use of Maths Maps in each year group.

Computing

The presence of digital technology in our everyday lives has greatly increased in the last few years and computing is part of a new set of skills that we need to equip our students with. Across all aspects of the curriculum, we want our children to respond creatively to challenging situations and solve problems through collaborative learning. This is very much relevant to the Computing curriculum, as the technology they encounter in 5, 10 and 15 years' time will be different to that which they are familiar with now.

The Computing curriculum can be broken down into three areas:

- **Computer Science**
Understanding and applying practices of computer science
Analysing problems and writing computer programs
- **Information Technology**
Evaluating and applying information technology to solve problems

- Digital literacy
Responsible, competent, confident and creative users of information and communication technology

In recent years we have worked hard to change the ideology of Computing at Neston, including the removal of the IT suite and upgrading the wireless network to allow wi-fi access across the school from multiple devices. Every classroom is equipped with interactive whiteboards and this encourages the children to be physically involved with their learning. Each of our teachers has a staff iPad which enables us to be freed from the constraints of teaching at the front of the classroom and by using the camera as a portable visualiser, we can provide quicker feedback to individuals or groups. We also have a trolley of 30 iPads for student use and this means that we have enough for a whole class to have one device per pupil, or more commonly, one device between two students. Via the wi-fi, teachers and students can send links, photos, videos and a whole range of documents in an instance, which is creating a highly collaborative, effective learning environment.

The iPads and laptops are used for a wide-range of purposes across all subjects in our creative curriculum. We also have software which is used to teach explicit programming skills through a series of six lessons, in year-group specific units of learning.

Throughout Computing and also PSHEE (*Personal Social Health and Emotional Education*) our children are taught to be responsible and safe digital citizens and E-Safety is closely linked to our Safeguarding and Behaviour policies. We are developing a comprehensive E-Safety curriculum which includes internet safety, privacy and security, relationships and communication, digital footprints, self-image and identity, cyberbullying, information literacy and creative credit and copyright.

It is important that we foster personal development in our pupils so that they keep themselves safe now and in the future too.

PSHEE

At Neston we hold the health, wellbeing and personal development of the children in our care amongst the highest of priority. It is a priority that arises both out of the responsibility we bear as whole and rounded individuals and out of a recognition that physical and emotional health forms the essential foundation for successful learning.

Our PSHEE curriculum derives from:

- Teaching that responds to the emotional needs of the children
- Wiltshire Learn 4 Life
- SEAL
- Core school values
- The Neston Promise

Our teaching and learning in PSHEE gives children the skills and values required to exist in a successful school community and the self-worth and confidence to apply these same principles in the wider world. Through discreet teaching sessions, circle time, class and whole school assemblies; children learn about feelings and relationships, healthy lifestyles, money, British values and the justice system and how to stay safe in an ever changing world including E-Safety.

Our E-Safety curriculum aims to:

1. *Empower* - we want to empower our children to keep themselves safe online
2. *Encourage* - we want to encourage our children to be responsible online
3. *Engage* - we want to engage with our children so they understand the risks, and also the benefits, of online communication

Underpinning our belief that all children at Neston become successful life-long learners is The Neston Promise:

We explore, we discover

We unlock hidden treasures, we shine and reach the stars

We learn from our mistakes, we do not give up

We look after each other, we stick together

We laugh, we celebrate

We imagine, we dream, we believe.

Physical Education

At Neston School we are full of enthusiasm for sport and keeping fit. In our twice weekly PE lessons we cover many different sports, from the more traditional like netball, rugby, hockey, football, cricket, rounders and tennis, to handball, lacrosse and boccia, which have been more recently introduced. Our coverage also includes athletics, gymnastics, dance and outdoor and adventurous pursuits, as well as an on-going focus on agility, balance and coordination through multi skills.

We encourage all of our children to take part in extra-curricular sport and ensure that there are a wide variety of before and after school fitness and sport clubs available on site each term. We provide a lunch time club for those children whose sport is limited by circumstance to curricular PE lessons. All sporting achievements, even those of our active and inspirational staff, are celebrated in our weekly praise assemblies.

We train Year 6 children to be Play Leaders and they are available to organise structured physical activities for the younger children at least three times a week during lunchtimes. Many of these Play Leaders have continued in this role at secondary school as Young Leaders and are now the referees and umpires at our primary school cluster festivals. Neston pupils are also given opportunities to lead when they are chosen to captain teams in competitions.

A competitive element is introduced in Key Stage 1 during lessons and this builds in Key Stage 2 to opportunities to take part in intra- and inter-school matches. By Year 5 and 6 we are playing in regular Level 2 festivals against schools in our cluster, as well as hosting matches at home. In the past couple of years we have made it to Level 3 events twice in athletics and twice in swimming. This year, we've also made it to the play offs for Level 3 in netball and hockey. We are also very proud that our teams have won fair play trophies at three different events in the past year, as we place resilience, integrity, honesty and learning how to win and lose with good grace, above all else.

We constantly strive to build upon our already strong practice by seeking to adopt sustainable improvements through staff training and more opportunities for intra-school and Level 2 competition. We are currently in the process of

applying for a Sainsbury's School Games Mark, which will reflect our commitment to the development of competition across our school and into the community.

Modern Foreign Languages

At Neston, we believe that learning a foreign language is key to building an understanding of the world and providing a valuable educational and cultural experience for our pupils. Our teaching aims to enable pupils to express their ideas both in speech and in writing.

Children are introduced to Spanish in a way that is enjoyable and fun in order to encourage a positive and enthusiastic attitude to modern foreign languages. We utilise a variety of resources including role-playing, music and games to enable children to speak with increasing confidence, fluency and spontaneity. Where possible, we link Spanish to other areas of the curriculum and to topics being followed in class.

We aim to ensure that children can write accurately in Spanish, using the wide range of grammar that they have learned, for a variety of purposes and audiences. To support this and build pupils' enjoyment of Spanish, we encourage reading of all types of literature.

Music.

Music is a universal language that embodies one of the highest forms of creativity. At Neston, we aim to inspire, engage and promote a love of music and help children to become resilient and talented performers, and indeed transfer these skills to other curriculum areas. Our curriculum enables children to perform, compose, critically evaluate performances and develop a love of music. In doing so, this increases children's self-efficacy, creativity and sense of achievement. We link these skills so that they flow through our topics seamlessly and help bring our creative curriculum to life.

Singing is a key part of the musical experience at Neston and assemblies, choirs and public performances allow our children to practise, explore and refine skills such as tempo, pitch, timbre and use of dynamics.

At Neston, children have the opportunity to learn a variety of instruments including guitar and piano. Our celebration assemblies give children the

opportunity to perform to a very high standard and celebrate their ever growing skills.

Science

Children have a naturally enquiring mind and from an early age they aim to explore their surroundings from first-hand experience. A high quality science education provides the foundations for further understanding the world around them. Science has changed our lives and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.

The national curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The principal focus of science teaching in key stage 1 is to enable pupils to enhance and observe phenomena, looking more closely at the natural and humanly-constructed environment around them.

The principal focus of science teaching in key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At Key Stage 2 children encounter more abstract ideas and begin to recognise how these ideas help them to understand how their world operates.

Working and thinking scientifically should be explicitly taught through substantive science content as the natural progression from children's own enquiry based approach to learning about their world.

R.E

As a school we follow The Wiltshire Agreed Syllabus for R.E. this sets out the curriculum and expected standards for Religious Education. As part of understanding the world we live in and how our choices affect others, we aim to provide children with learning opportunities which enable them to learn about religion and belief and learn from religion and belief this in turn promotes children's spiritual and moral development. Our R.E. curriculum does not seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another. We encourage a depth of understanding and in-sight into religion and belief and their impact in the lives of believers and society including the implications for their own lives. We promote confident and thoughtful learners who are able to express their own beliefs and who act in accordance with their own beliefs.

The heart of our intention is to enable children and young people to become 'religiously educated' in order to face the demands of the contemporary world.

Art and Design

Art, craft and design embody some of the highest forms of human creativity. Our curriculum engages, inspires and challenges pupils; equipping them with the knowledge and skills to experiment, invent and create their own works of art. They learn how art and design reflect and have shaped our history and contribute to the culture, creativity and wealth of our nation. Art and design subject content is organised across the year groups to support our creative curriculum, using the context of whole school themes. The skills of control and the use of materials, creativity, experimentation and an increasing awareness of different kinds of art, craft and design feature in all our themes.

History and Geography

A high quality geography and history education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Strong cross curricular links through our whole school themes ensure high quality learning in English and Maths is supported by History and Geography. Children learn to:

- Collect, analyse and communicate with a range of data gathered through experiences of field work that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information including maps, diagrams, aerial photographs and Geographical Information Systems
- Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing a length
- Know and understand the history of the United Kingdom as a coherent chronological narrative and how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world the nature of ancient civilisations, the expansion and dissolution of empires, characteristic features of past non-European societies, achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own accounts
- Understand the methods of historical enquiry including how evidence is used
- Gain historical perspective by placing their growing knowledge into historical contexts

Children should be taught locational knowledge, place knowledge, human and physical geography, geographical skills and field work. Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Extracurricular activities

Throughout the year we aim to offer a range of extracurricular activities including day trips to support learning in a variety of curriculum areas and inviting experts into school to work alongside pupils. In year 3 there is a three day residential trip to Braeside and in year 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 in piano, guitar, drums, clarinet and flute. A range of after school clubs are offered throughout the year including multi skills, , Judo, Tag rugby, Up and Under Sports clubs, Warrior Academy, and choir. Clubs on offer may change termly to address children's interests.

Arrangements for monitoring and evaluating

Arrangements for monitoring the curriculum are set out in the annual 'monitoring timetable' followed by all members of staff.

In addition to this the governing body will receive reports from the head teacher on:

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

Appendices

- Curriculum map (A and B rolling programme)
- Example of medium term planning
- Example of a weekly timetable
- Monitoring timetable