



Growing, Learning, Achieving Together

Curriculum Policy 2016

	Date	Signature
Discussed at Staff meeting	28 th September 2016	
Discussed at Curriculum Governors	4 th October 2016	
FGB:	Nov. 2016	

Responsibility of Curriculum Committee

Next Review Date: Summer 2019

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Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)

TRUST
HONESTY
THANKFULNESS
RESPECT
TALK
TO MY
GOD
FAITH

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At Cold Harbour C of E Primary School we are committed to offering our children a stimulating, enriching and challenging curriculum that fosters a love of learning whilst preparing them for the next part of their personal learning journey.

It meets the legal requirements of the New National Curriculum September 2014.

Aims

- To provide a curriculum that is broad, balanced, relevant and purposeful.
- To build on children's prior experiences, skills knowledge and understanding.
- To strive for our children to experience and demonstrate continuous progress and achievement.
- To provide a curriculum that is dynamic and flexible to changing needs.
- To stimulate children's enthusiasm by presenting learning in coherent and relevant topics.
- To provide stimulating environments with a range of good quality resources, including IT.
- To involve children in planning areas of the curriculum
- To provide opportunities for pupils to celebrate success and achievement.

A Stimulating and Creative Curriculum

At Cold Harbour C of E Primary School we follow the 2014 National Curriculum using a thematic approach based around the Cornerstones Curriculum.

What is the Cornerstones Curriculum?

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum will be delivered through Imaginative Learning Projects (ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

How it Works?

Children will progress through four stages of learning in each Imaginative Learning Project – Engage, Develop, Innovate and Express.

At the 'Engage' stage, children:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- enjoy 'WOW' experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- Have lots of fun to fully 'engage' with their new topic.

At the 'Develop' stage, children:

- improve their knowledge and understanding of the topic

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- develop and practice their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- Complete homework activities that support their learning.

At the 'Innovate' stage, children:

- apply skills, knowledge and understanding in real-life contexts
- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- Re-visit anything not fully grasped at the 'Develop' stage.

At the 'Express' stage, children:

- become the performers, experts and informers
- share their achievements with parents, classmates and the community
- evaluate finished products and processes
- link what they have learnt to where they started
- Celebrate their achievements!

Teachers use their professional judgment and knowledge of the children in order to plan and teach using a variety of strategies, tools and resources that make the curriculum relevant and personalised. These include:-

- Use of IT
- Appropriate positioning of resources, children and support staff.
- A variety of communication aids, such as visual timetables
- Outdoor learning
- A commitment to interdisciplinary collaboration and partnerships with parents and carers, outside agencies and our local community.

Please read the 'Teaching and Learning policy' for further detail on approaches to learning at Cold Harbour C of E School.

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Time allocations and Timetables

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundations subjects much more flexibly.

Each half-termly topic has a lead subject, and this subject should have more time allocated to it over the relevant half-term where possible. Given that Science is still a core subject, more time should be spent on this area. (Please see the separate curriculum policies for guidance on English and Maths)

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject. (See the school Long Term Overview)

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, Maths, PE and RE.

Teachers are free to arrange their timetables to make the most of cross-curricular opportunities and the needs of the pupils.

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Subjects

As core subjects English and Maths will continue to be taught discretely.

English

Where possible links will be made with literacy genres, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement. This will be delivered through the use of The Power of Reading core texts and schemes which are tailored to our children.

Maths

There is less opportunity for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked where appropriate for pupils and to support Maths learning.

Science

Science will be fully embedded in the topics. Some topics each year have a science focus and others will have less of a scientific emphasis. Science will still be taught regularly in these topics however.

More time will be allocated over a half term to teaching science as it is still a core subject.

There is a separate Science Handbook with details of the programmes of study.

Foundation Subjects: History, Geography, Design Technology, Art

The Foundation subjects will be integrated into the topic, and will form the basis of much of the cross-curricular links.

Music

Music is taught generally within the linked topic. Other aspects of the music curriculum (Listening to different types of music, using ICT to create music etc) might be a part of topic work.

PE

PE is taught discretely, following the separate PE scheme of work. Please see PE policy for details.

Religious Education

RE is a statutory part of the curriculum. The school will follow the Milton Keynes Agreed Syllabus for RE. Where possible topics from this syllabus have been match to thematic topics across a year.

PHSE, Citizenship and Enterprise

While not statutory, PHSE and Citizenship are important aspects of our curriculum, and will be taught either discretely or within a topic depending on the needs of the pupils in each key stage.

Please see the separate PHSE and Citizenship Curriculum Policies for more details.

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ICT and Computing

Computing is a new curriculum area, and covers the computer science aspects of the old ICT curriculum. This will be generally taught as a separate subject area, other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

The Extended Curriculum

At Cold Harbour we aim to provide a variety of extra-curricular activities for both key stage One and Two children that will meet their needs, interests and enhance their skills and learning. These may include but are not exclusive to:

- Sport
- Music
- Art
- Cookery
- Study/homework

These clubs are provided by a range of people including coaches, volunteers, teachers and support staff. These clubs are changed termly.

Roles and Responsibilities

The curriculum is a collective responsibility taking into account staff expertise, subject knowledge and experience. Each teacher is responsible for contributing to the work of a curricular team. This may include:-

- Policy review
- Organisation of events
- Managing a curriculum budget
- Monitoring the quality of teaching and learning of their subject area throughout the school monitoring of assessment and planning.
- Providing advice and support to each other
- Developing and implementing a subject action plans linked to the School Improvement Plan

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- Monitoring the quality of teaching and learning of their subject area throughout the school and reporting outcome to the phase leaders
- Engaging parents and community in the curriculum through enrichment weeks, curriculum evenings and sharing targets for Literacy and Numeracy.

Assessment, Recording and Reporting

Please see 'Assessment policy' and 'Marking and feedback policy'.

Evaluating and updating the Cornerstones Curriculum

As this is a new way of working for the school, we will be evaluating the curriculum half termly to see how staff and pupils are responding. We can change the way topics are approached and delivered as we see how it works in practice.

There are many opportunities for children to participate and contribute to the life of the school and we encourage them to take responsibility and become active citizens of our school community, our local community and the wider world.

Policy Review

This policy is to be reviewed every three years.

Date Agreed:	4 th October 2016
Signed:	
Review Date:	Summer 2019