



**Downsway
Primary
School**

CURRICULUM POLICY

Date policy approved by Governing Board	02.03.2022
Date of next review	Feb 2025
Policy owner	HT
Policy on website Y/N	Yes
Compliance tracker updated Y/N	Yes

All children have a right to a broad balanced and relevant education which provides continuity and progression and takes individual differences into account.

Our school's 'curriculum' is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum 2014, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes personal development – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

Our curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each curriculum subject sufficient time to contribute to the children's learning. Our curriculum takes into account the knowledge and key skills required in each subject by the National Curriculum as well as children's interests. The main emphasis is to make the curriculum relevant to the child's learning by making explicit cross curricular links.

At Downsway we aim to:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning or physical difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an engaging and stimulating learning environment
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the learning tasks s/he is asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents/carers play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way

We encourage all children to:

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school

- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-judgemental attitudes towards the protected characteristics outlined in the Equality Act
- Know how to think and solve problems mathematically, in a variety of situations, using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and by acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and also to recognise links between family, local, national and international events
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety

Teaching methods

Teaching methods at Downsway will include a number of approaches:

- demonstration, explanation and instruction by the teacher;
- whole class and group discussions
- practical activities to provide a real context
- investigation work where skills can be applied
- the committing to memory and recall of a range of facts
- investigating a range of strategies to develop skills and knowledge

Equal Opportunities/Special Educational Needs

The teaching of all curriculum areas will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to all subjects for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work and through the use of Teaching Assistants. During the Foundation Stage, our aim is to cover a broad curriculum that leads towards achieving the national expectations, as described in EYFS curriculum.

Responsibility

The Headteacher, including the Senior Leadership Team, will:

- Ensure appropriate curriculum provision including enrichment activities meets the needs of all pupils.
- Monitor curriculum delivery through book scrutiny, lesson visits, data analysis, planning scrutiny and pupil voice.
- Ensure effective training is available in order to secure high quality delivery.
- Ensure that the curriculum is delivered to the highest standards and challenge poor performance.

Subject Leaders will:

- Review curriculum coverage.
- Deliver staff training to improve curriculum outcomes.
- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' attainment and progress in the subject area they are responsible for.
- Provide efficient resource management for the subject.
- Carry out monitoring activities linked to priorities within their curriculum area.

Teachers will:

- Plan and deliver the curriculum in all aspects to the highest possible standards.
- Monitor pupil performance against their targets and make adjustments to delivery to support progress.
- Attend relevant training to secure high-quality delivery.
- Liaise with the Inclusion Manager to secure appropriate support for Special Needs pupils and those who are a 'Cause for Concern'.

Governors will:

- Conduct pupil voice visits, where appropriate, to gain information regarding pupil's engagement with the curriculum and improve governor understanding of school improvement actions that have taken place.
- Engage in governor visits where they will meet with curriculum leaders to understand how our curriculum is sequenced and how it matches the National Curriculum.

Role of Parents/Carers

- Parents/carers are encouraged to support their children's learning by helping with homework tasks set by the class teacher.
- Opportunities are provided for parents to learn about curriculum developments and ways they can help their children at home. Parents are invited into class sessions, information evenings and workshops.
- Parents' evenings provide an opportunity for teachers to share in more detail the work and progress made by pupils.

Date approved by the Governing Board:

2nd March 2022

Date of next review:

February 2025

Appendix - Mathematics at Downsway

Introduction

At Downsway Primary School, the teaching of mathematics, in line with the National Curriculum (2014), focuses on all pupils being able to do the following things:

- Use and understand a wide range of appropriate mathematical language to discuss, explain and justify their mathematical thinking and reasoning
- Explore and deepen their mathematical understanding through a CPA approach, with different representations of mathematical ideas
- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including understanding the basic structure behind maths problems, and breaking them down into a series of steps and persevering in seeking solutions
- Make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems
- Consolidate learning and concepts through repetition and intervention to acquire sound foundations for fluency of mathematics
- Apply mathematical knowledge across a wide range of activities, within school and, subsequently, adult life
- Develop a positive attitude towards maths as an interesting and attractive subject

The Maths Curriculum is delivered using the National Curriculum 2014 and the Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Our maths planning is largely based on schemes of learning from White Rose Maths. This ensures a progressive and thorough curriculum in every year group. Within this framework, the 2020 DfE ready to progress criteria are prioritised to focus on the teaching of key mathematical concepts and skills.

In the Early Years, children will take part in practical learning activities focus on developing children's knowledge of numbers up to 20 and also key concepts within shape, space and measures, 3-4 times a week.

Children in Key Stages 1 & 2 have at least 4 dedicated mathematics lessons every week. In Key Stage 1, these last approximately 45 minutes and 60 minutes in Key Stage 2. A range of resources are used to help children understand new concepts and ideas, including apparatus and pictorial representations and models. Maths is taught within the classroom and, increasingly, through the use of our outside area, including playground markings, to support children's understanding and enjoyment of the subject. Activities provided by teachers will be differentiated according to need to enable support to be given to children of all abilities. Staff use a star system, which indicates level of challenge, and children are encouraged to select the star level appropriate to their understanding. All children have the opportunity to develop not only their mathematical fluency, but also their reasoning and problem solving skills throughout the course of a unit of work, using a range of resources and example questions.

Assessment, record keeping and marking

Formative Assessments

Teachers keep their own informal records of pupil progress against the key objectives for each year group. These observations are supplemented by:

- short, informal tests, e.g. mental arithmetic tests and end of unit assessments
- classwork, marking and oral responses to a task.

Teachers update Target Tracker to indicate where progress has been made. Plans are then adapted in the light of assessments made.

Summative Assessments

Children in Years 1-6 sit PUMA Assessment tests in the Autumn, Spring & Summer term. These assessments give a standardised score and a maths age for each child. They also give a break-down of the child's ability in different areas of the maths curriculum.

Children in Years 2 & 6 sit National Curriculum SATs tests in May of each year.

Data from the termly PUMA assessments and from mid-year Target Tracker assessments are analysed by the maths lead to identify the percentage of children working at the expected level, above expected and below expected. This enables SLT to identify groups of pupils who are at risk of underachieving and this will be discussed at pupil progress meetings with class teachers, where possible intervention strategies, programmes and support will be planned to address gaps in learning.

Links with other Curriculum areas

Opportunities for drawing out mathematical experience exist in a wide range of activities. Mathematics contributes to many subjects of the primary curriculum, often in practical ways. Activities, such as recording the growth of a plant and presenting results of experiments in tabular or graph form (Science) and accurately measuring materials (Design Technology), can all provide opportunities to apply and use mathematics in real life contexts. Children's attention should be drawn to the links between the subjects by frequently talking about them.

Homework

In Early Years, Seesaw home learning tasks may have a maths focus, while parents are also encouraged to share Learning from Home stickers to celebrate children's maths learning.

Home learning activities in Year 1 are set weekly from term 4. Weekly homework tasks continue through Years 2-6. These can be online tasks using mymaths.co.uk or workbook-based tasks. All children from Year 2 upwards are encouraged to use Times Table Rockstars (trockstars.com) to practise their times tables. In Year 6, maths revision books are sent home in the spring term to help children prepare for the end of KS2 tests.

Appendix – Computing at Downsway

Introduction

Downsway Primary School will provide the children with a variety of computing skills for them to be able to use in everyday life, work life and access the forever changing technology of the world. The National Curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Planning Computing

The computing curriculum is delivered using a scheme of work by Knowsley Primary Computing. Teachers are expected to teach 6 units a year - 1 in each half term when possible.

Assessment, record keeping and marking

Each teacher will record their assessment judgments for each child after unit has been taught. For each unit it tells the teachers what objectives from the national curriculum will be covered. The computing assessment grid is an excel document and it can be found on the network drive. On the grids, there is also an area where the teachers add when the unit was taught and where the evidence can be found.

Links with other Curriculum areas

Computing has deep links with English, Mathematics, Science and Design and Technology. 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 participants in a digital world

Resources

At Downsway, we have 90 iPads which means that every child will have access to 1 iPad to share with another child from their key stage.

Set 1 is for Years 1 and 2 (Pink, red and purple).

Set 2 is for Years 3 and 4 (Green, blue, black).

Set 3 is for Years 5 and 6 (Purple iPads in trolley).

By having such fantastic resources, this give us the best opportunity to successfully deliver the computing curriculum. It also means the child can save their work onto their iPad which provides evidence of the unit's objectives being met.

A school network enables internet access to all devices in the school building. The school network is secure. The network also offers access to a shared area in which documents are stored and accessed.

E-Safety

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. We will provide a curriculum which includes education on how to stay safe online and when using other technology. We also offer a safe online environment through filtered internet access. Please refer to the Internet & E-Safety policy for more information.

Appendix - Literacy at Downsway

Introduction

At Downsway Primary School, the teaching of literacy aims to:

- Create a stimulating environment, in which children come to feel that speaking, reading and writing are an essential and natural means of communication
- Promote children's ability to listen effectively with concentration and understanding
- Develop children's ability to read with fluency and understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Foster children's ability to use the written word, as a means of communicating experience, knowledge and understanding
- Develop children's skills in acquiring and retrieving information
- Encourage children to write legibly and correctly, producing attractive well- presented work
- Encourage children to spell for themselves, building an individual repertoire and the confidence and strategies to attempt the unfamiliar
- Develop thinking skills to help become reflective, independent learners

Planning Literacy

The English Curriculum is delivered using the National Curriculum 2014 and the Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. The English curriculum covers reading, writing (including handwriting and spelling) and speaking and listening.

All children have a dedicated English lesson at least 4 times a week. In Key Stage 1, these last approximately 45 minutes and 60 minutes in Key Stage 2. There will also be a daily dedicated phonics session throughout Foundation Stage and KS1, and for those that require it in KS2. Learning activities provided by teachers will be differentiated according to need to enable support to be given to children of all abilities.

A range of resources are used to help children understand new concepts and ideas, including teacher generated and published material, guided reading texts, dictionaries, thesauruses, fiction and non-fiction texts, writing equipment and software such as Clicker.

Assessment, record keeping and marking

Formative Assessments

Teachers keep their own informal records of pupil progress against the key objectives for each year group. Teachers update Target Tracker to indicate where progress has been made. Plans are then adapted in the light of assessments made.

Summative Assessments

Children in Years 1- 6 sit PiRA (reading) & GaPS (Grammar and Punctuation, Spellings) Assessment tests in the Autumn, Spring & Summer term. These assessments give a standardised score for each child. They also give a break-down of the child's ability in different areas of the English curriculum. Children also sit termly Hodder (spelling) tests.

Children in Years 2 & 6 sit National Curriculum SATs tests in May of each year. Results from all these assessments are submitted to the Assessment Co-ordinator and shared with staff.

Links with other Curriculum areas

Literacy is linked to other subjects in an integral way as is it the medium through which children learn. Therefore, we also recognise that the principles of teaching Literacy can be applied to the teaching of other subjects across the curriculum. e.g. in group discussion, using writing frames across the curriculum, reading for understanding strategies, communication and using ICT.

Homework

All children are expected to read at least three times a week. Children in Years 1 to 6 will be given weekly spelling/grammar homework/activities. Year 6 children will receive homework tasks linked to the Year 6 SATs throughout the Autumn and Spring terms.