



Foundation Curriculum Policy



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Curriculum Aims and Visions

At Priory, we have adopted the National Curriculum in England (September 2014) and have chosen, along with our Infant Feeder school, to follow the *Focus Education Learning Challenge curriculum* as a starting point. We are totally committed to the development of our children. We ensure that our curriculum is: broad and balanced; that it promotes spiritual, moral, cultural, mental and physical development; that it prepares pupils for opportunities; responsibilities and experiences of later life; that it promotes a home-school learning link to inspire pupils to want to find out more and that it is based around *real* experiences such as visits and visitors to the local and wider community.

Additionally, we are continuously working in close partnership with our family of schools, families and the local community, religious and voluntary groups and local businesses to ensure that our curriculum is fit for purpose.

Our School Values

We value the way in which all children are unique, and our curriculum promotes and respects the views of each individual member of our school community. We value the spiritual and moral development of each child, as well as their intellectual, physical and emotional development.

Our community is important to us and we value the diversity of our local area. We organise our curriculum to promote co-operation and understanding between all members of our community.

At Priory we respect each stakeholder for who they are and treat them with fairness and honesty. We aim to enable each person to be successful and provide equal opportunities for everyone in our school.

Key Principles

We are committed to providing a curriculum which:

- 1) Links together curriculum subjects in a cross-curricular manner with Science, History and Geography as the drivers.
- 2) Engages the children from the onset with learning challenges that fire up the imagination such as '*Who will be the next Nintendo Apprentice?*'
- 3) Caters for the needs of all learners, regardless of ability, ethnicity and background.
- 4) Is imaginative, flexible, relevant, stimulating, challenging, diverse and rigorous.
- 5) Raises the children's awareness of wider cultures by challenging discrimination and stereotypes.
- 6) Secures effective transition and transfer within year groups and between KS1 and KS2. At the centre of this is our belief on building on the prior learning of our pupils and preparing them for Key Stage 3.

- 7) Is planned by the staff in consultation with Year group teams and children where appropriate. Ongoing feedback is given to enable all children to reach their potential.
- 8) Recognises the essential role that parents, local community and the wider community have in the child's education. The curriculum can be accessed by all stakeholders via the school website.
- 9) Keeps up with modern technological advances therefore Computing is a subject in its own right, and ICT Skills are developed through links in other subjects.

The Curriculum at Priory

Across the Key Stage, we:

- 1) Liaise as a whole staff team to develop and update the Long Term planning which is added to the school website annually.
- 2) Utilising Focus Education Learning Challenge Curriculum document, we plan together in teams to create Medium Term planning which is saved on the school Office 365 Sharepoint, and sent home to parents/carers in the form of a Parental context sheet.
- 3) We endeavour to create 'hooks for learning' which drive each topic. These may be in the form as a visit, visitor or a stimulation day.
- 4) Organise the topics into innovative learning challenges - *E.g. Why is Nottingham a cool place to live?* A local history and geography topic (Y4) and *Are you attractive enough?* A forces and magnetism topic (Y3)
- 5) Aim to link the English topics to the curriculum to ensure that it is as cross-curricular and relevant as possible to the children. We apply English skills to topic work and expect the same standards / non-negotiables to be adhered to.
- 6) The Mathematics Curriculum is developed Rising Stars curriculum maps and many links are provided to real-life maths as possible. We apply maths skills to topic work to embed learning.
- 7) Provide opportunities for pupils to access IT, and develop their ICT skills, across the curriculum.
- 8) Provide an SRE curriculum in line with agreed policy.
- 9) Promote spiritual, moral, cultural development across the curriculum.
- 10) Music and languages are taught throughout the year by PPA cover.
- 11) Promote PSHE and citizenship curriculum with Priory British Values at the centre of all we do.
- 12) Provides Guided reading sessions so that all children can access quality reading provision each week.
- 13) Develop and incorporate GaPS into English lessons so it is not taught as a discrete subject.
- 14) Work effectively with qualified sports coaches so that teachers can learn from them and co-plan and deliver with them.
- 15) Individual lessons always have 'Can I?' learning objectives, clear success criteria and carefully differentiated learning activities to suit all abilities.
- 16) Children have the opportunity to choose their own learning challenge through bronze, silver, gold & extreme green activities.
- 17) All work is marked in line with our newly developed marking policy.

Home-School Learning and out of school activities

We are committed to encouraging Home-School learning and out of school activities.

To enrich the curriculum we:

- 1) Encourage children to read each night and practice their multiplication tables.
- 2) Set 'creative' homework menus where parents have an opportunity to work together on a project associated with their child's topic and have a choice of activities.
- 3) Consolidate and encourage further learning by using interactive homework websites MyMaths and BugClub Reading.
- 4) Develop effective home-school partnerships by informing parents/carers what is being taught and what they can do to help.
- 5) Support pupils with SEN through effective home school partnerships.
- 6) Support the learning of children who are off-track with interventions and other opportunities such as Nessie and maths club.

Curriculum Monitoring

We ensure that the curriculum is consistently monitored and improved each year. The quality of the curriculum that is delivered is rigorously monitored through a variety of approaches including :

- book sampling
- lesson observation
- learning walks
- planning scrutiny
- pupil interviews
- term moderation

These monitoring activities ensure that all staff have good subject knowledge, pedagogical understanding and are competent in teaching of the whole curriculum.

Current Curriculum Coordinators

Maths: Catherine Clark (AHT) & Megan Lee (Outdoor Maths Lead)

English: Holly Edwards (DHT),

Brendan Elliot (Writing Lead) & Kiran Dhillon (Reading Lead)

Science: Louise Turner

Computing: Catherine Clark

Religious Education: Louise Barnham

Art and Design: Louise Barnham

PSHE and Citizenship: Holly Edwards (DHT)

History and Geography: Joanna Mitchell

Languages: Annie Hill

Design and Technology: Louise Barnham

Music: Charlotte Graham (NQT) Supported by Joanna Mitchell
 Physical Education: Nick Green
 Enhancing Curriculum: Joanna Mitchell
 (IIP, Eco, Healthy Schools)

Curriculum Framework

The National Curriculum in England informs teachers of subject areas to be covered each term. It allows for progression in subjects across the key-stage. Additional points of reference are:

- 1) Focus Education’s Learning Challenges – for all foundation subjects.
- 2) Rising Stars Maths Framework.
- 3) MyMaths, Nrich, Twinkl, Literacy Shed & Knowledge Box.
- 4) Active Learn Bug Club
- 5) Nottinghamshire County council ICT and computing Framework.

What the Curriculum planning looks like?

All planning documentation is uploaded to Office 365 by the staff teams. This comprises:

Long Term planning

Staff teams work together to produce this. This grid contains the basic Curriculum content that each year group will follow. This is included as an appendix.

Medium Term planning – The format below is used and populated by staff teams

New Curriculum – Medium Term Planning Document (Autumn Term 2014)															14.5 weeks	
Year 4																
Half Term 1 (4th September 2014 – 27th October 2014) – 7.5 weeks									Half Term 2 (3rd November 2014 – 19th December 2014) – 7 weeks							
<i>Plan 18 Learning Challenges this Half Term</i>									<i>Plan 22 Learning Challenges this Half Term</i>							
Week number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Dates	4 th Sept	8 th Sept	15 th Sept	22 nd Sept	29 th Sept	6 th Oct	13 th Oct	20 th Oct	3 RD Nov	10 th Nov	17 th Nov	24 th Nov	1 st Dec	8 th Dec	15 th Dec	
Literacy Unit																
Mathematics:																
Abacus units																
Science/Geo/ Hist/Art/DT topic (<i>The drivers!</i>)																
Learning challenge/s																
Computing																

P.E. (including Coach)															
Music and Languages															

It is then exemplified for each lesson as shown in this example:

Medium Term Exemplification (Autumn 2)					
Year group and class:		Learning challenges:			
Topic: <i>Who were the early lawmakers?</i>		<ul style="list-style-type: none"> Mock arrest by P.C. Paul LC1) Why should gunpowder, treason and plot never be forgotten? LC1) Why do we need laws and who thought of them in the first place? LC2) What is the Magna Carta and why is it so important even today? LC3) What is Parliament and what is its connection to laws? LC4) Who created the first British Parliament and how did it work? LC5) Who makes the laws today and who upholds them? LC6) What were punishments like 750 years ago? LC7) Reflection: Recreate a court held in the 12th or 13th Century. 			
Dates that the 'topic' will run from:					
Lesson number and Date:	Learning challenge:	Learning objective and Success Criteria:	Hook/Grab & Introduction (Including pre-test)	Main Activities and differentiation:	Plenary - (Including post-test, self and peer assessment)
2 - Tuesday 4 th November	LC1* - Why should gunpowder, treason and plot never be forgotten?	Can I work cooperatively as part of a group to find out about the gunpowder plot? BRONZE - To be able to answer 3 questions about the Gunpowder Plot in my own words. SILVER - To describe the story of the gunpowder plot in full sentences. GOLD - To use VCOOP to describe the gunpowder plot. PLATINUM - To add questions and short sentences to add impact to explain why the gunpowder occurred.	Jigsaw of the famous conspirator's picture - cut up with pieces on each table. Children to work in house/friendship groups to make the complete pictures.	Develop the discussion around the picture - ask the following: 1) Who do you think are in the picture? 2) Do any of the names look familiar? 3) How do you think this picture came about? Groups - use blooms taxonomy question prefixes to enable children to raise 10 questions about the picture. Children stick picture on and arrange their questions around the outside. Share the rhyme, remember, remember the 5 th of November, Gunpowder, treason and plot, I see no reason, why gunpowder treason, should ever be forgot. Explain the rhyme. Group Activity - Quick on the draw in mixed-ability groups. Children read the passage about the gunpowder plot and then take part in the activity. Mini-Plenary - groups become experts on a question and answer each one - children mark their own. Independent activity - Children write up the Gunpowder plot using the questions to help. Use Success criteria to determine how successful the children have been. Horrible Histories: Guy Fawkes clip	Plenary - Children satellite with post-its adding a star and an arrow determining how well the children have done.
Wednesday		Complete plans			

Mathematics and English planning is done using a separate pro-forma. These are available in the Mathematics and English Policies.

Appendix

- **Long Term Curriculum Map (website)**
- **Example of Homework Menu**
- **Example of Parents Overview**