



KIRK FENTON CE PRIMARY SCHOOL

Curriculum Policy

Approved: Spring 2024

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Rooted in Christian belief, our vision is for everyone in our school community to be valued and respected for who they are.

Through cultivating a love of learning, every individual will have the opportunity to shine and flourish - together.

"Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven."

Matthew 5:14-16



Rationale

Our curriculum is designed to provide a broad, balanced and relevant curriculum for the pupils at our school. Our vision is to provide inspirational learning experiences that will ignite a love for life-long learning within the children and enable them to develop as confident, articulate and happy individuals who fulfil their potential.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it.

The curriculum at Kirk Fenton meets the requirements of the National Curriculum 2014 and is designed to reflect the needs of our school and its community. We aim to ensure that our curriculum is exciting and challenging and reflects our pupils' interests and needs, celebrating traditions that are important to our community and opening up the world for our children as global citizens. We strive to create and provide opportunities for our pupils to develop their creativity and imagination; promoting new interests and an awareness of the wider world in the hope that they will become courageous advocates of change to make the world a better place for all.

Promoting an enjoyment of reading and a love of books underpins everything that we do and the use of exciting and stimulating texts is a key feature across the curriculum. We ensure that we deliver a broad and balanced curriculum using appropriate resources including texts that we believe champion diversity and equality, challenging disadvantage and stereotyping. We try to promote a mix of new and classic texts to support both learning within the classroom and reading purely for pleasure.

Planning

We work together across school to ensure that children in the Foundation stage follow the statutory guidelines for EYFS and key stages 1 and 2 receive their full entitlement to the statutory National Curriculum and the locally agreed syllabus for RE. During the planning process teachers formulate an annual plan ensuring coverage in all subjects. Subject Leads check for breadth and depth in their subject and further checks are made as the curriculum is taught throughout the year.

Long term plans cover an academic year. They are coherent and balanced plans for each subject which ensure progression and links between subjects. They can be found on our website.

Medium term plans provide more detailed learning objectives and activities for each subject. Expected learning outcomes are grounded in an understanding of achieving key knowledge or skills and teachers assess against these throughout the year.

Short term plans are the teachers daily lesson plans for their own personal use. These cross reference to the medium term plans to ensure coverage and rigour, pace and progress.

Teachers use learning objectives and age related expectations for their year group/s and understand how to broaden and deepen learning experiences in order to secure progress and academic achievement.

We believe that, where possible, links should be made between subjects. The integrity and distinct features of individual subjects are retained but where subjects can be naturally taught alongside each other we plan to do so.

Subjects are not always taught weekly or throughout the year; a professional judgement is made whether the subject is taught in blocks of time or in regular lessons. We ensure the curriculum is planned to cover the whole curriculum and teachers use time to cover each subject area in a manageable and meaningful way. In this way we can achieve more depth of learning, and linking subjects provides opportunities to apply the knowledge, skills and understanding gained in one subject to another. For example, pupils may develop their writing skills through an extended piece of writing in history to build upon the skills and understanding developed during an English lesson.

Subjects:

English

We teach the full programme of study as described in the National Curriculum across our classes. This includes speaking and listening, drama, reading and writing.

Reading sits at the heart of the Kirk Fenton curriculum and our long term plans include a wide range of diverse texts which reflect our inclusive vision and values. A love for reading is promoted throughout the school with a recently refurbished library, texts linked to wider areas of the curriculum, daily reading time and quality books in classrooms. We believe the development of Literacy skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts.

At Kirk Fenton, EYFS and KS1 teachers use 'Little Wandle Letters and Sounds' as the core basis for teaching phonics. Little Wandle is a Department for Education validated phonics programme that uses a systematic approach for teaching children to read using phonics. In EYFS we begin with a short revision of phase 1 to ensure all children have the opportunity to feel confident listening and speaking in a classroom environment. We then introduce phase 2 sounds, continuing with phases 3 and 4. Year 1 starts with a review of the phase 3 and 4 learning, before moving onto phase 5. Daily phonics teaching is done with complete fidelity to the Little Wandle planning, reinforcing and building on previous learning to secure children's progress. Regular ongoing assessment using the Little Wandle assessment tracker allows us to quickly identify any sounds children find difficult and to then put additional support in place. If assessment shows they are not confident in the new learning during the phonics session, children receive an additional session the same day. Every six weeks summative assessments are done and any children who are not keeping up with the phonics learning are given additional 'catch-up' sessions with our phonics specialist to close the identified gaps. Year 1 children participate in the Year 1 national phonics screening in the summer term. Children entering Year 2 spend the first term consolidating their phase 5 phonics learning before moving onto learning spelling using 'Spelling Shed'. This develops a variety of spelling strategies including homophones (word specific spellings) e.g. see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. This learning continues to include phonics as a key tool in spelling and reading.

The spelling of common exception words and tricky words are taught continuously throughout the phases.

At Kirk Fenton, our reading for pleasure pathways include a variety of fiction, non-fiction, poetry and graphic novels. Books are carefully chosen and reviewed each year so that new releases may be included alongside texts from our literary heritage. These can be found on the individual year group English long term plans. Our main reading scheme is Collins Big Cat. This is supplemented by a range of materials from other schemes such as Oxford Reading Tree and Project X. Regular home reading is encouraged to build confidence, fluency and expression with books that match each child's current reading ability. In school, small group guided reading, 1:1 and whole class reading help children learn to read and transition to read to learn.

Reading comprehension from the summer term in year 2 follows the Hooked on Books scheme. Key aspects of the Hooked On Books system include:

- Book Talk – a whole class comprehension and a targeted group approach, ensuring all individuals are accountable and get exposed to a wide range of high quality texts
- The Reading Rainbow – a fully comprehensive approach that targets reading competencies, covers the National Curriculum and develops understanding
- Demonstration Reading – the art of modelling the internal thinking of a reader. This is to demonstrate how a reader thinks during the process of 'reading for meaning'
- Demonstration Comprehension – clear, out loud thinking by the teacher whilst modelling answers to questions and showcasing 'thesaurus thinking' to ensure the most precise words are used

All children have the opportunity to regularly visit the school library. Refurbished in summer 2021, we have a growing collection of new texts including magazines, subject specific texts as well as books by popular authors.

As a school we have adopted "The Write Stuff" by Jane Considine to bring clarity to the mechanics of writing. 'The Write Stuff' follows a method called 'Sentence Stacking' which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. Through explicit teaching and sentence scaffolding, children are able to learn what to write and how to write with grammar techniques built into each lesson. This approach makes sure that all of our children are exposed to high quality texts that stimulate quality responses to reading, high quality writing and purposeful speaking and listening opportunities. Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality reading texts to model examples of good writing. Writing is taught through a number of different strategies. We believe that children need lots of rich speaking and drama activities to give them the imagination and the experiences that will equip them to become good writers.

Mathematics

We believe that maths is the foundation for understanding the world and is key to the future success of all of our children. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

We believe all children can achieve in maths, and teach for secure and deep understanding of mathematical concepts through manageable steps. As our pupils learn, we aim to give them an appreciation of the beauty and power of mathematics, and for them to leave our school as confident mathematical learners.

For our maths teaching and learning we follow the White Rose schemes of learning. These are designed to support a mastery approach to teaching and learning, as well as to support the aims and objectives of the National Curriculum. The White Rose schemes have number at the heart and time is spent reinforcing number to build competency. It also provides opportunities to build reasoning and problem solving into each lesson. Using this approach, all children who are introduced to a concept have the opportunity to build on their abilities by following a concrete-pictorial-abstract approach.

Science

Scientific enquiry sits at the heart of our science curriculum. We engage children through stimulating hands-on, minds-on learning to create a love of science and pave the way for future study. We explore the world around us through cross-curricular learning, create and answer questions as we deepen our understanding. We learn in collaboration with others and also from others as we study the discoveries and inventions of a wide range of scientists who have changed and continue to change the course of our lives. In 2021 we achieved the Primary Science quality Mark.

Computing

At Kirk Fenton we want our children to become digital citizens, digital creators, digital communicators and digital investigators. We teach computing skills through the 'Teach Computing' curriculum, built around an innovative progression framework where computing content has been organised into interconnected networks called learning graphs.

Our younger children have the opportunity to develop their computational thinking by giving and following instructions (algorithms) and interacting with floor robots. E-safety is a fundamental part of our curriculum to equip our children to be responsible and safe online citizens; these key skills form part of our extensive RSHE curriculum. We use Google Chromebooks throughout school and within a variety of different subjects.

Design Technology

The curriculum for Design and Technology at Kirk Fenton largely follows the National Curriculum. Children will have opportunities to investigate, design and make using a variety of equipment and resources. They will be taught to use tools appropriately and will have opportunities to develop their creative skills in a variety of contexts, including cooking.

Geography

Geography in all year groups is split into four key areas:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

The curriculum is designed to be progressive in terms of knowledge and skills so that children are able to build on what they have already learned. It links closely with the work we do with the Global Neighbours scheme.

History

The History curriculum at Kirk Fenton builds on the knowledge of global, national and local history alongside the study of significant historical individuals. Like Geography, the curriculum is designed to build knowledge and skills progressively to aid pupils' understanding and ability to remember key events of the past. We recognise the importance of teaching chronology and teachers ensure that they demonstrate how their history topics fit into a chronological framework.

PE

Teachers use the Real PE scheme of work to teach the PE Curriculum at Kirk Fenton. Planned activities are taught both inside and outside. Pupils develop skills and understanding in dance, gymnastics, invasion games, net and wall games and athletics. Opportunities to take part in more specialist activities are planned in conjunction with external providers throughout the year, sometimes as part of a residential visit. All children take part in competitive events throughout the year often involving competitions and tournaments against other schools. School sport is supplemented by a variety of extra-curricular sports clubs which are free for all pupils.

RHSE

Personal development is a strong feature of our school. We believe that children should be happy and able to socialise and we work hard to develop their personal skills through direct teaching and a range of pastoral activities with trained staff. This underpins all our teaching and pervades all areas of school life through the 'hidden curriculum'. We provide regular opportunities for children to develop spiritually through RHSE as well as in RE and collective worship. We use the Jigsaw scheme to teach RSHE. This is a comprehensive scheme of learning for Year 1 to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development. SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world

Where possible, links are made to other subjects such as Science and DT (Cooking and healthy diets)

Music

The Music Curriculum at Kirk Fenton is broken down into 4 areas:

- Performing
- Composing
- Listening and Understanding
- Focus Composers

Links are made to other subjects where possible and progression is assured in the level of skills and knowledge acquired. All pupils in Key stage 2 learn a musical instrument which

could be recorder, ukulele, violin, viola, cello, guitar or keyboard. These are taught by a specialist teacher. Children also have extra-curricular activities such as a singing workshop and taking part in the annual Young Voices concert with other schools.

Art

Our Art curriculum is split into 3 areas:

- Drawing and painting
- 3D Media
- Key Artists

In line with the National Curriculum pupils in each year group are expected to explore and refine their application of practical skills and record through the use of a range of media. They demonstrate growing confidence in explaining and discussing their ideas and recording their experiences, and learn to understand art by sharing personal opinions and ideas. Art is often taught alongside other subjects particularly History, geography or Science.

Modern Foreign Languages

We offer French language lessons to children in Key stage 2 in line with our local high schools. The curriculum is broken down into listening, speaking, reading, writing, grammar and French culture and is progressive across the key stage in order to support children with remembering and retaining what they learn.

Extra Curricular activities

Across the whole of our curriculum, we encourage classes to visit a variety of places including museums, places of worship, theatre and exhibitions related to their learning. We also invite visitors into school such as musicians, artists, authors and many more to enrich the children's learning. We offer a range of activities and clubs before and after school that differ throughout the year, sometimes run by school staff and at other times by specialists.

Monitoring and Evaluation

The Headteacher monitors the curriculum termly and over time.

Subject Leads monitor coverage and progression in their own subject by analysing medium and long term planning and reviewing pupils' books. They also monitor children's work and assessments and compare these with the planning and teacher expectations.

The whole staff are involved with evaluating the curriculum annually through staff discussion, classroom observations and children's attitude and attainment to different subjects.