

Blackmoor Park Infant School and Kindergarten



Curriculum Policy 2019

“Learning and Achieving Together”

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Ratified by Governors	
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Signed Chair of Governors	
Signed Headteacher	J. Hitchmough

Policy Statement:

Blackmoor Park Infant School and Kindergarten's curriculum is skills based and knowledge rich. As teachers we focus on the acquisition of knowledge, understanding and skills in lessons because we believe that our children should have the opportunity to study areas of the curriculum in greater depth. Using this approach we prepare our children to produce exceptional outcomes whilst developing their independence, curiosity, and creativity. In their time with us we ensure our children receive the essential knowledge they need to be educated citizens, introducing them to the best that has been thought and said, helping them towards an appreciation of human creativity and achievement. Together we produce collaborators, innovators, leaders and more than anything else, young people who understand what it means to be human.

(Please read in conjunction with "Curriculum Intent Statement", September 2019)

Definition:

Ofsted's working definition:

"The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement)."

(Ofsted, May 2019)

Core purpose:

At Blackmoor Park Infant School and Kindergarten we recognise that firstly and fundamentally, adults ensure that children feel known and valued as individuals, safe and cared for. Their own rate of development is respected, so that children are not rushed but are supported in ways that are right for each child. Children's time is managed so that they have the opportunity to become deeply involved in their activities and to follow their ideas through, including returning later to continue their explorations or creative expressions. Adults manage the pace of activities, planning varied and interesting new experiences to stimulate learning alongside opportunities for children to revisit, practise or enjoy a sense of mastery. With this groundwork in place, it is then the adult's skilled interactions which move the learning forward.

This policy aims to:

- Provide a secure framework for teachers; to provide consistency in teaching and learning in a quality environment.
- Ensure a consistent approach throughout the school which ensures that there is progression in teaching and learning for all children.
- Take Knowledge and understanding/breadth of study from the EYFS and National Curriculum
- Develop exciting 'contexts for learning' that provide opportunities to link subject areas, whilst ensuring the 'knowledge' required of pupils for each subject is explicitly taught
- Ensure there are planned opportunities for a visit or visitor in order to make learning relevant and exciting
- Pay close attention to not only WHAT KNOWLEDGE pupils are learning, but HOW they learn
- Ensure Assessment for Learning principles are embedded throughout our curriculum and that learning begins with establishing what pupils already know

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;

- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

As a school, we are committed to our mission statement – *'Learning and Achieving Together'*.

Key outcomes:

There will be evidence in the learning environment of:

- Creative teaching and creative learning.
- Teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children.
- Learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- A pace of learning that is optimised for progress and high quality outcomes.
- Children's home-learning being valued.
- Children learning independently.
- Children collaborating on projects.
- Children enjoying their learning progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)

Teachers will ensure that:

- Well judged and effective teaching strategies successfully engage pupils in their learning – a hook, learning journey and high quality outcome will be in evidence in each project of learning.
- They use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning.
- They use well framed questions, knowledgeable answers and the use of discussion, promoting deep learning.
- They apply an appropriate ratio of exposition to learning-activity in their teaching.
- Appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in topics under study.

Implications for the whole school will be:

- Learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, notice boards and the school website.
- Whole school themes provide points of shared discussion and motivate learners across the school.
- There is a Curriculum Map in place that is broad and balanced, with careful sequencing of knowledge throughout each year group.
- Where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies.
- Subject specific curriculum policies are in place.
- A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book monitoring.

Context:

This policy should be considered in the context of:

- Blackmoor Park Infant School's Curriculum Intent statement;
- Blackmoor Park Infant School's Subject Leadership Policy;
- Blackmoor Park Infant School's Assessment Policy;
- Blackmoor Park Infant School's Marking Policy;

- Blackmoor Park Infant CPD policy;
- Blackmoor Park Learning Assistant Policy;
- Blackmoor Park Infant SEND policy;
- Blackmoor Park Infant Safeguarding policy;
- Blackmoor Park Infant School's Behaviour Policy;
- Blackmoor Park Infant Appraisal Policy.

Roles and Responsibilities:

In their role a class teacher needs to:

- Have accurate knowledge of the school's and pupils' strengths and weaknesses
- Be knowledgeable in a range of subjects and have authority and influence
- Have clear expectations for raising and maintaining standards
- Facilitate a range of monitoring and evaluating procedures to improve teaching and learning
- Have well established systems for collecting, analysing and using assessment data

Class teachers are responsible for:

- Providing a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- Recognising and being aware of the needs of each individual child according to ability and aptitude;
- Ensuring that learning is progressive and continuous;
- Being good role models, punctual, well prepared and organised;
- Keeping up-to-date with educational issues;
- Providing clear information on school procedures and pupil progress;
- Having a positive attitude to change and the development of their own expertise;
- Establishing links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- Working collaboratively with all involved in education to develop a shared philosophy and commonality of practice.
- Attending appropriate courses and cascading details back to staff.

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for the discipline within the school and for the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Participating in discussions concerning their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Support the school's homework policy and give due importance to any homework;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence;
- Actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep;
- Attending school regularly and punctually;
- Being organised, bringing necessary equipment, taking letters home promptly, etc;
- Conducting themselves in an orderly manner in line with the expected behaviour policy;
- Taking increased responsibility for their own learning.

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc;
- Presenting themselves as positive role models to be emulated;
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- Supporting school events;

- Voluntarily helping in the classroom.

Accountability:

Teachers and Learning Support Assistants are accountable to the Headteacher and Governing Body.

Self evaluation:

Self evaluation has been enhanced in a new Ofsted framework (September 2019). Each teaching member of staff in whatever role they hold has access to a Job Description, the School Development Plan, Post Ofsted Action Plan and whole school improvement termly monitoring overviews. It is crucial that everyone has a good knowledge and understanding of what good quality teaching and learning looks like in Blackmoor Park Infant School and Kindergarten.

Planning files will be monitored every term by the Assistant Head teachers.

Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child at each level of attainment. Assessments for English/Maths are held three times a year. The results of these are discussed during Progress meetings where pupil tracking data, targets, 'Barriers to Learning Analysis' and ways forward are discussed. Assessments for Foundation Subjects are ongoing, resulting in an end of year judgement for each area of the subject covered as per the assessment grid.

There will be evidence in the learning environment of:

- Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – e.g. redrafting writing in collaboration with the teacher
- Children who are motivated to learn through scaffolded learning activities in a mastery curriculum that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- Children with specific learning needs receiving support at the time and level it is required to optimise their learning
- Pupils supporting one another where appropriate
- Independent learning, where children use assessment information to direct their own learning activity

Teachers will ensure that:

- The pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback.
- Marking is frequent and regular providing pupils with very clear guidance on how learning-outcomes can be improved in line with Marking Policy.
- They have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all.
- They keep agreed assessment records (Reading Records, Read, Write, Inc. Phonic Tracker Sheets and Pupil Progress records) and submit data termly to enable Pupil Data Tracking (reading, writing, mathematics, phonics and Foundation Subjects)

Implications for the whole school will be:

- There is an Assessment policy in place that ensures consistency of practice.
- There is an efficient system of Pupil Data Tracking in place.
- Data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team.
- This data is utilised in the deployment of resources.
- There is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary led by the SENCO.
- A clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- High expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff.
- Safe guarding procedures are in place and are adhered to.

Monitoring and review:

This is a vital aspect of ensuring our curriculum meets the needs of its learners. Within the context of the school and its policies, teachers are responsible for establishing and ensuring high standards of teaching and learning in all subjects. They play a key role in monitoring, supporting and motivating other teachers and staff through coaching and peer mentoring. All are held to account through robust Performance Management targets

Measuring curriculum impact

- Regular subject leader meetings will be held across the terms where senior leaders work with subject leaders to monitor the impact of the curriculum.
- An annual 'evaluative statement' will be written by subject leaders on an annual basis which identifies What is Working Well/Even Better If to inform the SEF/SIP
- Progress meetings will be held termly to monitor pupil outcomes

Improvement planning

Each subject area has a working party led by a senior leader which meets half termly to drive forward school improvement priorities. Subject leads meet half termly to share good practice, share research and drive forward whole school priorities.

Ofsted will make a judgement about the quality of teaching. They will want to examine a range of evidence and talk about learning in all subjects.

Reporting:

Planning for improvement

Lesson observation and evaluation activities will identify the areas within all subjects that need to develop and improve. School outcomes are more effective when they:

- Focus on the quality of teaching and learning
- Focus on attainment
- Focus on issues that have been identified through professional judgement, evidence from monitoring and evaluation and data analysis

Publicity:

All teachers will be made aware of key dates in advance of the school year in compliance with this policy.

Monitoring:

The head teacher, members of the senior leadership team and members of the curriculum leadership team, will monitor the policy.