

Swain House Primary School

Curriculum Policy

Updated September 2017

Safeguarding Statement

At Swain House Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Swain House Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Principles and Aims

The school curriculum comprises all of the learning and other experiences offered to every pupil at Swain House Primary School. This policy needs to be read in conjunction with the teaching and learning framework, SEND policy, Gifted and Talented policy, Sex and Relationships Education policy and policies relating to assessment.

The curriculum at Swain House Primary is a broad and balanced programme of educational experiences, designed to equip our pupils with the skills and attitudes necessary to carry them into adult life, to become successful, happy and fulfilled citizens. It will promote:

- The highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender or social background;
- Pupils' spiritual, moral, social and cultural development, preparing them for life as effective British citizens, able to respond positively to the opportunities and challenges of a rapidly changing world;
- A commitment to lifelong learning.

With input from the governing body the teaching and support staff in school determined the key priorities for our school curriculum, creating a personalised experience for the children in our local community. Our key priorities are to provide experiences which will lead pupils to;

- Have a rounded experience and interests, being prepared for their secondary education
- Have life skills- the ability to communicate well with a range of audiences, be able to make healthy choices and take care of themselves as well as showing respect.
- Have good manners.
- Be enquiring and know how to find answers, be willing to take risks, use resources and technologies effectively, enjoy learning and discovery, including outdoor learning
- Persevere and have a strong work ethic- showing pride in their work and striving for more, be aspirational
- Demonstrate self-responsibility
- Understand their local context and appreciate diversity

Structure, organisation and coverage

The curriculum at Swain House Primary School conforms to current National Curriculum requirements. The new National Curriculum (NC) was introduced in September 2014 which all year groups follow.

Aims of the New Curriculum

"The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement"

(The Primary National Curriculum in England – Key Stages 1 and 2 framework September 2013)

The Early Years

The Early Years Foundation Stage (Nursery and Reception) has its own curriculum, divided up as follows into

three prime areas ...Communication and Language, Physical Development, Personal Social and Emotional Development, **and four specific areas** ...Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

All of the above aspects are taught through a topic-based approach, with a strong emphasis on learning through play (both indoor and outdoor based).

Key Stage 1 & 2

The classes in Key Stage 1 and 2 follow the National Curriculum, wherever possible the objectives will be taught through a thematic approach, although some objectives or subjects will require discrete teaching.

Phonics

Swain House follows a phonics-based approach to teaching children to read. Phonics is taught on a daily basis following the Letters and Sounds Synthetic Phonics Programme as the main approach. In Nursery children are taught listening skills and to tune into sounds generally. From Reception all children are taught to recognise and say phonemes (units of sound) and the corresponding graphemes (written letter/s) and then use them to blend and segment words for reading and writing. It is taught in a fun multisensory way using songs and actions. Children are also taught 'tricky' words which do not follow the phonic rules. Phonics teaching is differentiated and taught through both whole class and group work to meet the needs of all children. This approach to teaching phonics continues through Key Stage 1 and into Key Stage 2 as necessary.

Reading

Having an appreciation for literature and improving reading and writing is a key priority for Swain House Primary School. The planning of high-quality key texts to draw together the thematic units will support this drive. We do not use one specific reading scheme in the early years, rather we use a range of our own library of books. These include de-codable books (phonetically regular) linked to the phases in the Letters and Sounds Programme. The reading books are colour banded for different reading levels. The children also have access to a variety of other reading books. Each colour reading band includes a range of genres, authors and illustrations. Children are allowed to take these books home as home readers. Every child has a reading record so that parents and school can communicate about this essential life skill. Pupils are expected to read three times a week with an adult at home. The children read in Guided Reading groups led by an adult focusing on different reading skills. Follow up activities or discussions ensure they have understood what they are reading. The children also have access both at home and school to Lexia, an on-line reading programme. A wide range of fiction and non-fiction books are also accessed weekly through the school library which again they are allowed to take home.

Grammar, punctuation and spelling

Grammar, punctuation and spelling will be taught in line with the national curriculum, building on the phonics delivered through foundation Letters and Sounds in EYFS and Key Stage 1. This will be overseen by the English subject leader.

Mathematics

In September 2015 we introduced a new approach to teaching Mathematics – 'Inspire Maths' published by Oxford University press. This is a comprehensive scheme and is used in all year groups from y1 to Y6. In January 2016 a strategy to improve the acquisition of basic maths facts was introduced. 'Maths facts passports' are used in all year groups, including in Early Years, and are high profile in school.

Science

Through building on our children's natural curiosity and by teaching and developing a scientific approach to problems we are helping our children

- encouraging open-mindedness, self-assessment, perseverance and responsibility
- develop the skills of investigation - including observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating
- develop positive attitudes to science and extend our children's scientific concept of their world
- acquire a growing understanding of scientific ideas so that they will develop a deep and lasting interest and may be motivated to study science further
- understand the international and collaborative nature of science
- develop the use of scientific language, recording and techniques
- developing the use of ICT in investigating and recording
- enabling our children to become effective communicators of scientific ideas, facts and data

Religious Education

Religious Education is planned from the Locally Agreed Syllabus, linked with the thematic units wherever possible. We aim to make our pupils aware of the variety of faiths represented in Bradford. Pupils develop a respect for, and an understanding of, their own beliefs and the beliefs of others. We have a daily assembly, a focal point for meeting together as a school, key stage or class. Throughout the year every class lead assemblies which parents are invited to. These may be based around a particular religious festival, a residential visit or a showcase of the learning that has taken place in their class. We recognise the need to value the spiritual dimension in pupils who have no particular religious faith. Parents have a right to withdraw their children from R.E. Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources.

Computing

The curriculum for computing has been integrated wherever possible and is not content specific to allow for the use of computing as an integral part of the thematic units. E-safety and responsible online behaviours will permeate all aspects of school life.

Physical Education

We provide two sessions of PE per week to fulfil the requirements of the National Curriculum. Each class is taught games, dance and gymnastics. Key Stage Two children are also taught athletics. Swimming is taught in Year Five. Presently teachers are working alongside Sports (UK) to develop their skills in planning and delivering the subject.

Languages

The school has chosen French as its modern foreign language and uses the 'La Jolie Ronde' curriculum to support delivery of this.

Thematic units

The thematic units will reflect pupil voice through discussion and pupil input into long term planning. The key priorities listed previously will be a focus- planning specific activities and open-ended learning opportunities which will allow children opportunities to develop these skills and attitudes. Breadth and balance will be ensured through careful planning to ensure the half termly themes are varied and provide a range of foci as children move through each year group.

We deliver many aspects of the curriculum through educational visits. Pupils in Key Stage 2 go on a residential trip every year, with Year 3 starting with a local overnight camping expedition. Year 4 go a little further afield and stay for 2 nights in an outdoor pursuit centre. Year 5 travel up into the Yorkshire Dales where they cave, climb and gorge scramble. Year 6 cross the Pennines to challenge themselves by choice on a range of exciting activities.

We make as much use as we can of the area we live in, with many outdoor and adventurous activities included in our provision.

Themed Weeks and Days

We compliment the curriculum with a number of themed weeks and days throughout the year, these enable the children to learn in a cross curricular manner and deeply embed their learning. We have enjoyed Sports, World War 2, arts and science weeks and RE days over the last few years.

Curriculum Letters

Half-termly curriculum letters are sent home and also uploaded to the curriculum section of the Swain House website. These contain details of the curriculum to be studied in each class, and ideas for how parents can help their children raise their achievements. If parents require additional information, they may ask their child's teacher.

Spiritual, Moral and Social Guidance

Spiritual, Moral, Social and Cultural aspects of learning underpin all aspects of school life and the values of the school. The school will take account of the non-statutory guidance material on Personal, Social, Health and Economic education (PSHE) and citizenship when planning the curriculum.