



Star Primary School Curriculum Policy

School Mission Statement:

At Star Primary School we believe that everyone is equally loved and accepted.

Acknowledging the diversity of our community, we...

- *Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;*
- *Nurture positive home, school and community relationships;*
- *Promote tolerance and respect for all people and the world we live in.*



Star Primary School, Hilda Road, London, E16 4NH

T: 02074765336

E: info@star.newham.sch.uk

Curriculum Policy

1 Introduction

1.1 At Star Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should engage the child while providing them with the basic skills they will need in life. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. Star is a school *Where Success Begins...*

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – 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.

1.2 At Star we deliver a creative curriculum which is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts. Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts. Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum. All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy.

1.3 At Star we aim to deliver a creative curriculum through high quality literature. We believe that literacy is the core of our curriculum, and fundamental to the teaching and learning that we deliver. Our texts are carefully chosen (usually through the CLPE) and form the centre of teaching for a particular half term. The curriculum map is fixed on a yearly basis. Where changes to the text are deemed necessary, the Literacy co-ordinator must be consulted to ensure continuity, age appropriateness and avoidance of repetition.

1.4 Creating a skills based curriculum ensures that the focus is on progression and attainment in a creative curriculum. Each foundation subject has 4 or 5 skills with objectives attached to these to ensure coverage. The key skills in themselves are not progressive. What changes is the standard to which the skills are applied. "Key skills are the essential skills that pupils need, to make progress in each subject." - Chris Quigley. This is used in conjunction with the 6 key skills for learning, (Communication, Making Links, Communication, Problem Solving, Analysing Information and Evaluating). The progression of these skills can be found in class planning folders.

1.5 We endorse the aspirations concerning the curriculum that are set out in the DfES document Excellence and Enjoyment 2003, and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning an enjoyable and positive experience for all pupils. At the same time, we recognise that many of our pupils are disadvantaged and join the school with very low developmental levels. We have a duty to address this as soon as possible so that our pupils have accelerated access to becoming literate and numerate in order to have the same opportunities as

children from different backgrounds in later life. This is our core purpose and is reflected in every aspect of the curriculum.

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.

We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.

We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.

We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- to teach children the basic skills of literacy, maths and ICT;
- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage as well as issues affecting the wider world.
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive and global citizens;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan (Literacy Overview) for each year group. This indicates what texts are to be taught in each term. We review this long-term plan on an annual basis. The curriculum is organised so that there is a new text focus every half term, forming the basis of our creative curriculum. Simultaneously following skills based approach for foundation subjects, whilst still allowing learning to evolve from high quality literature.

Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
CLPE TEXT The Twits by Roald Dahl and Charlie and the Chocolate Factory by Roald Dahl Revolting Rhymes by Roald Dahl	CLPE TEXT The Fairy Tale News by Colin and Jacqui Hawkins The Legend of King Arthur. Greek Myths - Theseus and the Minotaur	CLPE TEXT I Like being Me By Judy Lalli Amina's Blanket by Helen Dunmore. Gregory Cool by Caroline Binch	CLPE TEXT Macbeth by William Shakespeare	CLPE TEXT Selection of Non-Fiction books on the Romans (100 facts about the Romans as main text)	CLPE TEXT The Sad Night: The Story of an Aztec Victory and Spanish Loss Aztec and Mayan Myths by David West
Character & Setting PNS - Narrative Unit 1 - Stories with familiar settings. Poetry Unit 1 - Poems to Perform and Poetry Unit 2 Language Play	Journalistic writing CAP (recount) Non Fiction Unit 1 - Reports Narrative Unit 2 - Myths and Legends	Poetry CAP Citizenship Poetry Unit 2 Calligrams and Unit 3 Language Play Narrative Unit 3 Adventure and Mystery	Shakespeare /Dickens CAP Narrative Unit 5 Dialogue and Plays Non-Fiction Unit 2 - Instructions (2 of 4)	Narrative/ Non Fiction Non Fiction Unit 3 - Information Texts. Poetry UNIT 3 Language play (2 weeks)	Narrative / Non Fiction Discovery Month Non-Fiction Unit 2 - Instructions (2 of 4) Narrative Unit 4 Authors and Letters

Star Primary Literacy Overview 2010 – 2011

Year 3

4.2 We follow the National Literacy Framework and take our objectives from the framework. Year groups must ensure that they are covering all of the objectives across the year. This is done through the text based approach. We follow the Abacus Planning Scheme and supported resources for Maths, although plans must be adapted to meet the needs of the class, and must be transferred onto a school planning frame. ICT planning is taken directly from the ITASS SOW and each class teacher has access to this online, as well as the assessment sheets that have to be completed termly. This should be kept in class ICT files. In Science we follow the LCP scheme of work with accompanying assessments. Each year group will have an LCP folder with all the science topics that need to be covered. We also use the national schemes of work for much of our medium-term planning in the foundation subjects, except for RE, PHSCE, PE which have their own schemes. As much as possible, subjects are connected to the topic focus of the half term. Once again enforcing the text based nature of our school curriculum. Every half term a curriculum map is compiled to enable the delivery of a creative, exciting and inspiring topic of work for pupils to engage in (see document below). Consequently this leads into the creation of a medium term planning grid, which teachers refer to at their weekly planning sessions and enables monitoring by subject leaders.

ICT	Art / DT	PE	
Science	Literacy Text	History / Geography	
RE / PSHCE	Maths	Big Writing	Displays / Visits

Lesson Plan Overview

ICT	Art / DT	PE	
Science	Literacy	History / Geography	
RE / PSHCE	Maths	Big Writing	Displays / Visits

Key Skills Overview

The Medium Term Overview will consist of two sheets which are meant to overlap each over. One will hold the content and objectives and the other will focus on the particular skills in each subject which needs to be developed. These skills will be supported by the KEY SKILLS folder which is based on Chris Quigley.

It is essential that all teachers in the year group have read the text before the initial planning meeting. All teachers in the year group need to be part of the initial overview planning and this will usually take place during PPA or planning meetings.

After plans have been brainstormed on the Medium Term Overview, a Cross Curricular Weekly Grid needs to be completed, showing detailed progression of how each unit will develop and indicating which learning questions need to be met. Where specific schemes of work are been used, teachers still need to indicate how the unit will progress over the term. Please do not simply refer to a scheme by name or PPA cover.

<u>Star Primary School Cross Curricular Medium Term Planning Grid-</u>							
<u>Wk</u>							
<u>Event</u>							
<u>RA Write/Reading</u>							
<u>Art</u>							
<u>Literary</u>							
<u>Maths</u>							
<u>Science</u>							
<u>History</u>							
<u>Geography</u>							
<u>ARTS & I</u>							
<u>RE</u>							
<u>PSHE</u>							
<u>ICT</u>							
<u>MUSIC</u>							
<u>PE</u>							
<u>French</u>							
<u>Display</u>							

4.3 Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Foundation subjects can be grouped together as ‘topic’ if required, although teachers are still responsible to ensure coverage of all subjects.

Star Primary School Cross Curricular Medium Term Planning Grid-							
<u>W/A</u>							
<u>Week</u>							
<u>Ed Visit/Activity</u>							
<u>Art</u>							
<u>Literacy</u>							
<u>Maths</u>							
<u>Science</u>							
<u>History</u>							
<u>Geography</u>							
<u>Art/D&T</u>							
<u>PE</u>							
<u>PSHE</u>							
<u>ICT</u>							
<u>MUSIC</u>							
<u>PH</u>							
<u>French</u>							
<u>Displays</u>							

Star Primary School Weekly Plan		Strand:	Class:		
Teacher: TA:		Date:			
Subject: Literacy					
Monday	Context:				
	Outcome:				
LQ:		VAK/EAL:			
Direct Teaching:		Differentiation: T/TA/Individual Support/SEN&T			
Success Criteria: (What am I looking for.....)		<table border="1"> <tr> <td> <ul style="list-style-type: none"> ▪ Success Criteria ▪ Peer Assessment ▪ Self Assessment </td> <td> <ul style="list-style-type: none"> ▪ Target ▪ Setting (Wish) ▪ Peer Marking </td> </tr> </table>		<ul style="list-style-type: none"> ▪ Success Criteria ▪ Peer Assessment ▪ Self Assessment 	<ul style="list-style-type: none"> ▪ Target ▪ Setting (Wish) ▪ Peer Marking
<ul style="list-style-type: none"> ▪ Success Criteria ▪ Peer Assessment ▪ Self Assessment 	<ul style="list-style-type: none"> ▪ Target ▪ Setting (Wish) ▪ Peer Marking 				
Plenary:		Teacher Evaluations			
Tuesday	Context:				
	Outcome:				
LQ:		VAK/EAL:			
Direct Teaching:		Differentiation: T/TA/Individual Support/SEN&T			
Success Criteria: (What am I looking for.....)		<table border="1"> <tr> <td> <ul style="list-style-type: none"> ▪ Success Criteria ▪ Peer Assessment ▪ Self Assessment </td> <td> <ul style="list-style-type: none"> ▪ Target ▪ Setting (Wish) ▪ Peer Marking </td> </tr> </table>		<ul style="list-style-type: none"> ▪ Success Criteria ▪ Peer Assessment ▪ Self Assessment 	<ul style="list-style-type: none"> ▪ Target ▪ Setting (Wish) ▪ Peer Marking
<ul style="list-style-type: none"> ▪ Success Criteria ▪ Peer Assessment ▪ Self Assessment 	<ul style="list-style-type: none"> ▪ Target ▪ Setting (Wish) ▪ Peer Marking 				
Plenary:		Teacher Evaluations			

4.4 In the Foundation Stage, and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

4.5 We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. In year 1 and 3 we recognise that children are going through a transition stage and make allowances for this period though planning and assessing to meet the needs of this transition phase.

5 The curriculum and inclusion

5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.

5.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

5.3 The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.4 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6 The Foundation Stage

6.1 The curriculum that we teach in Nursery and the Reception Class meets the requirements set out in the revised National Curriculum at Foundation Stage, and the guidance produced in 2008 Effective practice in the EYFS is built on these four guiding themes. They provide a context for the requirements and describe how practitioners should support the development, learning and care of young children.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their Nursery learning.

6.3 Each term in the nursery and reception class, the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

6.4 We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 Key skills

7.1 The curriculum is centred around good quality text and underpinned by a commitment to develop children with key skills that will enable them to achieve success in their learning. The Literacy and Maths Frameworks encompass specific key skills for these subjects. We have adopted and adapted the work of Chris Quigley and developed the **KEY SKILLS FILE** which will support teachers when planning. Subject leaders are in the process of giving further structure to the key skills for their subject area and developing assessment grids for foundation subjects.

7.2 In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills; because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8 Enhancing the curriculum

8.1 At Star we provide a range of additional opportunities to enhance creative learning.

For example:

- Festival of Voices (Year 5)
- Outward Bound (Year 6)
- School Orchestra (Years 4 and 5)
- Every Child a Musician (Years 5 and 6)
- School garden/ farm
- Interactive outdoor learning areas in the foundation stage and year 1.
- Whole school focus weeks such as Shakespeare, Citizenship and Discovery Month.
- Trip to France (Year 4)
- Global Rock (KS 2)
- Educational visits.

8.2 A wide range of extended learning opportunities are provided through extra curricular clubs such as Global Rock, Karate, cheerleading, gymnastics, salsa etc. Additionally a variety of outside providers are employed to deliver their expertise during clubs. (Basketball, football, karate)

9 The role of the Curriculum Team

9.1 The role of the team is to:

- provide a strategic lead and direction for the curriculum;
- support and advise colleagues on issues related to curriculum;
- monitor pupils' progress;
- monitor planning and give supportive feedback

9.2 The school has an appointed Assistant Head Teacher with responsibility for Curriculum Provision. It is the role of this person, alongside the Curriculum Team to keep up to date with developments in their subject, at both national and local levels. They review the way in which the curriculum is taught in the school, and plan for improvement. This development planning links to whole-school objectives. The AHT and CT reviews the curriculum plans to ensure that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. In particular the progression of skills is monitored and reviewed.

9.2 In addition to the Curriculum Team, Subject Leaders are responsible for leading and monitoring planning for their specific subject areas and providing support to teachers. The school gives subject leaders non contact time as deemed fit to carry out their duties. Each subject leader reviews the curriculum plans for their subject through the MLE.

10 Monitoring and review

10.1 Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development.

10.2 There is a named governor assigned to each of the following three areas: literacy, numeracy and ICT. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

10.3 The head teacher is responsible for the day-to-day organisation of the curriculum. The head teacher is responsible for the monitoring of weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. Planning is expected to be saved onto the MLE by 9am, on the Monday morning of the week that it is been taught. The HT and DHT's will monitor planning via the MLE and teachers will be given specific feedback.

10.4 Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

10.5 This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Signed:

Date:

Useful Information:

Subject area:	SOW Used/ useful websites:
Literacy	<ul style="list-style-type: none"> • National Framework Objectives http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework - ARCHIVED • CLPE – Power of Reading http://www.clpe.co.uk/powerofreading/teachersread.htm
Maths	<ul style="list-style-type: none"> • National Framework Objectives http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework - ARCHIVED • Abacus Evolve 1
Science	<ul style="list-style-type: none"> • LCP
ICT	<ul style="list-style-type: none"> • ITASS SOW and Assessments
History/ Geography	<ul style="list-style-type: none"> • On computer system → Teacher Extras • BBC IWB activities to support Discovery Month • http://horrible-histories.co.uk/ • QCA website - ARCHIVED
Art/D&T	<ul style="list-style-type: none"> • QCA website - ARCHIVED
Religious Education	<ul style="list-style-type: none"> • Newham RE Agreed Syllabus on MLE→Display all rooms→0-19 Room→Primary→Resources→RE→2011 Agreed Syllabus • www.reonline.org.uk • http://www.natre.org.uk/
Physical Education	<ul style="list-style-type: none"> • LCP
Music	<ul style="list-style-type: none"> • singup.org • primaryresources.co.uk • tes.co.uk • dsokids.com • naxosonline.co.uk • choralwiki.com • zamzar.com
Modern Foreign Languages	<ul style="list-style-type: none"> • http://espresso/espresso/modules/t2_lheure/activities/activity_calendar.html • http://www.linguascope.com/ • http://ngfl.northumberland.gov.uk/languages/ • http://www.learninglive.co.uk/primary/mfl/index.asp • http://www.eslflashcards.com/
PHSCE	<ul style="list-style-type: none"> • Telling Tales
Other useful information	<ul style="list-style-type: none"> • http://www.lancsngfl.ac.uk/ • http://www.chrisquigley.co.uk/index.php

By order of the Governing Body of Star Primary School

(Signed) _____ Dated _____
(Head Teacher)

(Signed) _____ Dated _____
(Governor)

Policy Date: January 2017

Review Date: January 2020